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ABSTRACT

During the week of July 11, 1977, the Illinois Office of Education (IOE) hosted a consulting/linkage skills awareness workshop in Springfield, Illinois. The workshop was part of a reorganization process that began in 1975 when IOE planners determined to separate the regulatory functions from the service functions of the agency. As a result, the IOE developed a comprehensive training program to facilitate this change and enhance staff ability to meet local education agencies' needs for service. Participants in the workshop were linking agents from the IOE, and from education agencies in Illinois and other states. The primary goal of the workshop was to acquaint linking agents with a broad array of consulting and linkage skills as a means of helping participants assess their training needs. Activities included large-group sessions to clarify workshop goals; small-group sessions focusing on awareness of ten linkage clusters; and program services team meetings wherein participants reviewed the ten linkage skill areas and prioritized their own needs for further training. Linkage skill awareness sessions focused on design and planning, entry and intervention, diagnostic skills, group facilitation, problem-solving, resource utilization, power and influence, communications, conflict management and utilization, and evaluation skills. A lengthy appendix contains workshop details. (Author/JM)

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THE ILLINOIS OFFICE OF EDUCATION

CONSULTING/LINKAGE SKILLS AWARENESS WORKSHOP

Context, Activities, and Implications for Future Training

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A Report Prepared for the

Illinois Office of Education

by

The Midwest Regional Exchange

CEMREL, Inc.

St. Louis, Missouri

March 1, 1978

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INTRODUCTION

The week-long Consulting/Linkage Skills Awareness Workshop, sponsored by the Illinois Office of Education (I.O.E.), represents one component of a long-term educational change effort. The effects of the workshop can be measured over time only in the context of the entire change program. Even so, the workshop itself was a noteworthy innovation and an analysis of the processes used in both the planning and implementation stages can serve at least two useful purposes. First of all, the analysis can aid Illinois Office of Education planners in the design of future training activities for their staff; the data collected during the workshop can serve as a baseline against which future outcomes can be gauged. Secondly, the analysis can serve as a model for other education agencies. While the total model may not be replicable outside Illinois, its components lend themselves to adaptation.

This report is designed to serve the first purpose: to help Illinois Office of Education planners in the development of additional training activities. The analyses presented and discussed herein are based upon issues of interest to that agency.

The report is organized as follows: Chapter I describes the context in which the training workshop was developed and implemented; Chapter II describes the workshop activities; Chapters III and IV outline the evaluation design and results; discussion of the findings and their implications is presented in Chapter V. Workshop materials including evaluation instruments are presented in Appendices A through U.

I. CONTEXT

The Consulting/Linkage Skills Awareness Workshop was developed and implemented within the context of an ongoing educational change program. An understanding of this context, including the long-term goals of the change effort, provides a necessary perspective for analyzing the workshop goals and outcomes. The contextual elements that surround, and in many cases provide the impetus for, any change effort include the political, professional, and economic climates within an organization, as well as the organization's relationships to other organizations, groups, and individuals. However, the present discussion will not focus on the nature of the impetus for this change effort. Rather, it will focus on the goals, structures, and roles of the Illinois Office of Education that have evolved from the change effort, and it will describe the planning framework within which the Consulting/Linkage Skills Awareness Workshop was developed.

Overview of the Illinois Office of Education

As a state education agency, the Illinois Office of Education has concerned itself with providing both leadership and useful service to schools. As a large organization, however, it has experienced problems in coordinating the efforts of the many departments and units within the agency. Further, the recipients of both leadership and service efforts--usually local school staff--have sometimes been confused about the agency's function. Regulatory and service functions were not clearly separated, and some agency staff were responsible for both functions. Professional pressures from within the agency, pressures from local educators, and the political climate within the state all contributed to the impetus for change.

On January 13, 1975, the first appointed State Board of Education assumed the powers and duties previously held by an elected Superintendent of Public Instruction. This perhaps marked the turning point in the agency's attempts to perform its role more effectively. The new administrative framework allowed for greater leadership from the educational community in planning solutions to pressing educational problems.

The new State Board of Education selected Joseph M. Cronin as the first appointed Superintendent of Education. The Board and superintendent, with advice and counsel from professional educators within the state, established long-term goals for the state education agency. The goals implied change. The agency had as one of its goals the provision of more effective education through more timely and useful service to local education agencies. Toward this end, the state agency was reorganized.

The Role of the Program Service Teams

One outcome of the reorganization was the establishment of the Local Education Agency Services Department within the Program Services Division (See Appendix A, Organization Chart, I.O.E.). The new department was to function in a service role but was to perform no regulatory functions whatsoever. Further, the department was organized to provide for the decentralized delivery of services Five Program Service Teams (PSTs) were established in the field (See Appendix B) with a support unit in Springfield (Program Planning & Development). The PSTs were to serve local education agencies (LEAs) on a regional basis. They were to serve as a link between local schools and the state agency--a link between needs and resources for meeting those needs.

The PSTs are currently staffed with approximately 75 educational consultants. Each Program Service Team is staffed by 15-20 consultants. Each consultant

has responsibility for serving specifically assigned school districts. The consultant's general functions are to help clients to identify their needs and to identify resources for responding to those needs. Resources available to each consultant include other team members, resources identified by or made available through the agency, and/or resources outside the agency or state.

The four basic functions of the PSTs are:

- providing problem-solving and planning assistance to LEAs
- assuming a resource linkage role for LEAs
- serving as a communication link between the I.O.E. and LEAs
- providing technical assistance to LEAs when other resources are not available

The structural changes made within the agency dictated role changes for many staff members, particularly the PST consultant. These staff members previously served as curriculum generalists or as content specialists in such areas as special education or Title IV. Further, they were usually housed within the central offices of the agency. LEA needs and concerns typically appeared on their desks in the form of memos requiring written or telephone response. In other cases, requests came from other agency staff who needed answers to questions removed from their own areas of expertise. Direct, face-to-face contact with schools was often limited by time, geography, and resources. The PST staff members were suddenly confronted with local school staff and local needs on a daily face-to-face basis. And the needs expressed were frequently outside of the particular consultant's special area of training and expertise.

In addition to the need to establish credibility with local schools, the agency was faced with the need to help the PST staff develop the skills and competencies required in their new role. Since the PST staff was made up of approximately 75 professional educators of varying levels of expertise in each of many skill areas and each PST consultant brings different competencies and experiences to the role, the resulting plan called for a comprehensive yet individualized program to enhance each staff member's ability to meet a broad array of LEA needs in whatever content or process areas the needs happen to occur.

Planning for Training

The planning process initiated in Illinois was enhanced by the participation of several other organizations, groups, and individuals.

The Planners

In all, the following nine individuals from three organizations participated in planning the five-day linkage training awareness workshop:

1. From the Illinois Office of Education:
   - Bud Grossner - Manager of Local Education Agency Services
   - Carol Reisinger - Manager of the Illinois Dissemination Resources Network
   - Carl Gasaway - Staff Development Consultant, Program Planning and Development
   - Cliff Erwin - Staff Development Consultant, Program Planning and Development
2. From CEMREL, Inc.:
   - Dane Manis - Director of the Midwest Regional Exchange
   - Sharon Koenigs - Resource Specialist, Midwest Regional Exchange
3. From the Northwest Regional Educational Laboratory:
   - Bill Ward - Director of the Linkage Training Service
   - Ruth Emory - Associate for the Linkage Training Service

René Pino - Associate for the Linkage Training Service

The Midwest Regional Exchange (Rx), CEMREL, Inc., became involved in the early planning stages of the workshop through its brokerage service, which is available to all states in the Rx region. The Rx arranged a series of planning meetings involving I.O.E. planners and the Linkage Training Service (LTS) of the Northwest Regional Educational Laboratory. CEMREL's Rx and the Linkage Training Service are both part of the Research and Development Exchange supported by the National Institute of Education. The Linkage Training Service offers, through the five Rx's across the country, consulting services to Rx clients.

In addition, the suggestions of numerous others helped shape the workshop design and contents. Specifically, these include the workshop consultants and presenters noted in Section II of this report and other individuals within the Illinois Office of Education and CEMREL.

The Planning Process

Collaborative workshop planning among LEA Services Department staff, Regional Exchange staff, and Linkage Training Service staff began in March, 1977, four months before the workshop began.*

First, the Regional Exchange staff of CEMREL, Inc., met separately and briefly with the LEA Services Department Manager and the Northwest Regional Laboratory Linkage Training Service Director to explore interests in joint planning. Accor-

* Actually the planning began even earlier in the I.O.E. LEA Services Department staff had already recognized the need for such a workshop, had tentatively scheduled one for that summer, and had done a considerable amount of thinking about alternative ways to approach the training problem.

dingly, the first major planning meeting was held at CEMREL, Inc., in St. Louis in late March, 1977. *** The purpose of this meeting was to examine and clarify the need for linkage training for Program Service Team consultants. By mutual agreement, Bill Ward and Ruth Emory of the Linkage Training Service facilitated the examination of linkage training needs and interests.

The following general questions guided the analysis:

1. What is the situation or context that is the focus of this problem-solving effort?
2. What assumptions do we make?
3. What are the training needs?

Much of the discussion at the first meeting was devoted to the history and current status of the Illinois Office of Education's approach to serving the state's local education agencies through the LEA Services Department and its Program Services Teams.

The I.O.E. staff at the meeting identified a number of key characteristics and assumptions of the LEA Services Department linkage model:

- The primary role of the consultants is to assist local educational agencies in identifying and getting resources to meet their needs rather than advocating or selling particular products or resources.
- LEA Services Department consultants should not consider themselves for the most part as the direct providers of the resource, but as the link to the resources.

*** The meeting was attended by Bud Grossner, Carol Reisinger, Sharon Koenigs, Dane Manis, Bill Ward, and Ruth Emory. Jim Winter and Bernie Rosenblatt of CEMREL, Inc., also sat in on part of the meeting.

- LEA Services Department consultants have no evaluative or regulatory relationship to client school districts.

Other components of the linkage model also surfaced in the discussion. They included:

. The process through which local school districts can carefully identify and document their resource needs.

. The process through which PST consultants can assist school districts to identify and document their needs and to seek appropriate resources assistance to tackle locally identified problems (in some cases by drawing on financial support from the I.O.E.).

. The process through which local school districts utilize a wide variety of education resources identified through the Illinois Resource and Dissemination Network (I.R.D.N.).

In discussing specific training needs the LEA Services Department seeks for its PST consultants several key ideas surfaced. First, the staff distinguished between process skills and content skills. Process skills are the kinds of consultation and analysis skills needed by PST consultants to work effectively with school district clients while performing congruently with the LEA Services Department linkage model. Those skills include problem-solving, needs assessment, conflict resolution, entry into the organization and social systems, and the like.

Content skills relate to knowledge of specific subject matter areas involved in schooling, such as social studies, reading, mathematics, and the like. These skills may also refer to knowledge of funding and of administration of schooling--knowledge of the various Title programs, for example.

It was seen that training related to content skills might come from within the

I.O.E. Training related to process skills was being sought outside the I.O.E. Both kinds of training would be planned with the close involvement of an Inservice Training Committee formed within the LEA Services Department.

Previous training and experiences of the PST consultants were also examined. The consultants were characterized as diverse in their work experience, skills, and confidence in their new roles as linkage agents. By the end of the first planning meeting, major training requirements had been specified, a focus and major goals had been specified, an approximate date had been set, and several workshop alternative designs had been considered briefly.*

A second major planning meeting took place at CEMREL, Inc., two weeks later, April 14 and 15, 1977,** for the purpose of designing the five-day workshop. Major elements of the planning included the following:

- Reviewing LTS's summary of training considerations developed at the previous meeting
- Discussing objectives, content, methodology, basic design, and assignment of responsibility for the consulting/linkage awareness workshop
- Identifying possible resource persons for the workshop
- Examining any possible situational constraints
- Considering how the workshop would fit into the LEA Services Department's long-range goals
- Discussing other workshop considerations (When would the workshop be held? Where? Who would do what? Who would pay?)

* The training workshop was designed in a way that helps individual PST consultants plan their own staff development program based on a careful assessment of their skill needs and an awareness of an array of training possibilities. It was in that sense that the workshop was conceived as a linkage training awareness workshop.

** René Pino, Bill Ward, and Ruth Emory, all of the Linkage Training Service, acted as planning consultants and facilitators.

By the end of that two-day planning session:

- The purpose of the workshop was stated clearly--

  The workshop should introduce the possibilities for individualized staff development for long-term improvement. It should make each individual aware of the training or staff development resource possibilities. It should not be the specific prescription, but "a tour through the drugstore." Each individual would still need to identify his or her own training needs.

- The following fundamental assumptions were stated:

  Participants would not be forced to participate in training that they felt they have already had or did not need.

  Skill development was not expected during the workshop. Rather, the workshop would help the participant recognize the need for specific kinds of training that might be carried out in the future.

  The workshop structure would allow participants to indicate areas they felt were not covered but should have been.

- In addition, alternative presentation formats i.e., seminars, small group discussion, skill "awareness" sessions, individual diagnosis, and plan-writing sessions were examined.

- Content possibilities were examined and some linkage-skill categories were listed:
  - Power and influence
  - Group process skills
  - Entry/Intervention skills
  - Resource utilization

- Diagnostic skills

- A tentative block plan for the five-day workshop was developed.

- A workshop management team approach was agreed upon (collaborative participation of LEA Services Department staff, especially the staff development members (Cliff Erwin and Carl Gasaway), the Linkage Training Service (Bill Ward, Ruth Emory, and René Pino), and the Regional Exchange (Sharon Koenigs and Dane Manis)).

Two major options for assignment of responsibilities for continued workshop planning and implementation were considered: (1) I.O.E. could contract with the Linkage Training Service, or (2) I.O.E. could assume primary responsibility after considering a proposal by the Linkage Training Service. The I.O.E. chose the second option in order to utilize its own staff resources in planning and to lay the groundwork for continuing training within the Department. Cliff Erwin and Carl Gasaway took primary responsibility for continued planning of the workshop agenda, selecting and contracting with resource persons, arranging for a workshop site, and similar tasks, including responsibility for on-site coordination of the conference, conducting training staff meetings at the end of each day, etc. In addition, Erwin and Gasaway developed a linkage-skills self-assessment instrument, the Self-Assessment Inventory.

Final preparations for the workshop included a number of additional planning sessions within I.O.E., one briefing session for workshop resource persons, and an orientation session for each Program Services Team. The purpose of this latter session was to explain the focus of the workshop and to distribute the Self-Assessment Inventory*. Each team member was asked to complete the inventory before the workshop.

II. THE WORKSHOP

The Illinois Office of Education (I.O.E.) Linkage Training Awareness Workshop was held at the Forum Thirty, in Springfield, Illinois, July 11 to 15, 1977. Approximately 120 participants attended the week-long inservice seminar. They attended skill awareness sessions conducted by specialists in the area of linkage training. In addition, large-group presentations were made by I.O.E. administrators including the State Superintendent of Education. Following the training sessions, participants began developing individualized plans to meet their long-term training needs.

The Goals

The general goals of the week-long inservice were to provide I.O.E. linking agents with a greater awareness of both general and specific skills encompassed by the linkage role; to acquaint them with national leaders in these areas; and to facilitate their abilities to assess for themselves their future training needs.

The Self-Assessment Process

A framework for the self-assessment process was provided by the Knowledge and Skills Self-Assessment Inventory (Appendix D)* prepared by the agency. The Inventory, referred to as the "black book," was designed to help participants assess their current levels of knowledge and skill development in 10 general skill areas. Participants were asked to complete a self-assessment prior to the workshop and at its conclusion. The two sets of ratings served two useful purposes. First of all, the difference between the pre-workshop and post-workshop ratings provided participants with a measure of how much they gained from the workshop experience. Secondly, the post-workshop ratings gave each

*The inventory has been revised and is now called The Consulting/Linkage Knowledge and Skills Inventory. The revised inventory is presented in Appendix N.

participant an indication of his or her need for future training in each of the 10 skill areas.

The Format

The format for the week included the following types of activities:

- a series of large-group sessions designed to set the stage and clarify the goals of the week
- a series of small-group sessions offered on a rotating basis for all participants, each focusing on one linkage skill cluster
- a series of large-group wrap-up and evaluation sessions focusing on learnings of the week and possible applications
- individual Program Services Team meetings wherein participants reviewed the 10 linkage skill areas and prioritized their own needs for future training.
- ongoing staff planning and coordination sessions.

Audio-visual equipment and materials were provided by the Illinois Office of Education. Informational packets and registration materials were available to participants and staff on Monday morning, July 11. Included among the materials were a Workshop Agenda for the week (Appendix C); a Self-Assessment Inventory (Appendix D); an outline of the 10 skill areas (Appendix E); a short biographical sketch of each consultant (Appendix G); a restaurant list (Appendix H); and, for presenting consultants and staff, a schedule of staff meetings for the week (Appendix I).

The staff and consultants met at 11:00 a.m. on Monday, July 11, to discuss the purposes and activities of the week and to become acquainted with one

another's roles and responsibilities.

The first large-group session began at 1:00 p.m. with an introduction and welcome by Bud Grossner, manager of the LEA Services Department. The remainder of the afternoon focused on climate setting and orientation to the skill awareness sessions (see Agenda, Appendix C). During the next two and one-half days, participants attended each of 10 skill awareness sessions. Five heterogeneous groups of participants attended in turn the 10 sessions. Because each session was presented five times during the two and one-half day period, each group was given an opportunity to attend all sessions. Following the skill-awareness sessions, participants attended a series of large-group sessions designed to integrate the week's activities. Finally, participants met in their respective PST groups to prioritize their training needs for the future.

The Participants

The participants in the week-long workshop included:

- approximately 75 Program Service Team consultants and managers
- approximately 25 members of the Program Planning and Development section from within the I.O.E. central office
- selected staff from other I.O.E. departments
- representatives of other education agencies in Illinois
- representatives of other education agencies across the country.

The Consultants/Presenters

The skill-awareness sessions were conducted by specialists in the skill training areas, selected by I.O.E. planners for the workshop on the basis of their expertise and experience in training linking agents. In addition to the presenting consultants, two organizational development specialists,

Robert Archibald and Lou Rubin, served as roving consultants. They were responsible for picking up trends and issues of concern across all workshop activities. I.O.E. Staff Development consultants, Carl Gasaway and Cliff Erwin, also served as roving consultants. Finally, Regional Exchange staff served as evaluation consultants. A list of all consultants follows, and short biographical sketches are presented in Appendix G.

Consultants/presenters for the workshop were:

Robert D. Archibald, Director of the Counseling and Consultation Service and Adjunct Assistant Professor of Psychology in Higher Education at Ohio State University, Columbus, Ohio.

Janice Baker, Acting Coordinator for Statewide Assessment and Operations Planning for the Rhode Island State Department of Education, Providence, Rhode Island.

Ann Bennett, Coordinator of Diffusion and Dissemination Projects for the Region X Service Center in Richardson, Texas.

Matilda Butler, Director of Applied Communication Research, Inc., Palo Alto, California.

David Crandall, Executive Director of the Network of Innovative Schools, Inc., Merrimac, Massachusetts.

Ruth Emory, Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Sharon Koenigs, Resource Specialist, Midwest Regional Exchange, CEMREL, Inc., St. Louis, Missouri.

Dane Manis, Director, Midwest Regional Exchange, CEMREL, Inc., St. Louis, Missouri.

Charles Mojkowski, Director of the Educational Consulting Service in Providence, Rhode Island.

William Paisley, Associate Professor of Communication, Stanford University, Palo Alto, California.

Ralph Parish, Director of KEDDS/LINK, Kansas Department of Education, Wichita, Kansas.

René Pino, Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Louis Rubin, Professor, College of Education, University of Illinois, Urbana/Champaign, Illinois.

Alan Sinclair, Administrator of the Learning Center for Staff Development and State Facilitation, Rhode Island Department of Education, Providence, Rhode Island.

Shelia Smith, KEDDS/LINK, Kansas Department of Education, Wichita, Kansas.

William Ward, Senior Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

The Awareness Sessions

Ten skill awareness sessions were available on a rotating basis to all participants. Each session was presented five times, each to accomadate approximately 25 participants. The participants were grouped in a manner allowing each to attend all 10 awareness sessions. Each session focused on one of the following skill areas:

- Design/Planning
- Entry/Intervention
- Diagnostic Skills
- Group Facilitation

- Problem Solving
- Resource Utilization
- Power/Influence
- Communications
- Conflict Management/Utilization
- Evaluation Skills

A description of each of the skill clusters, as presented to the consultants and participants prior to the workshop, is presented in Appendix E.

Planning and Coordination

Cliff Erwin and Carl Gasaway of the I.O.E. staff assumed responsibility for on-site coordination and for on-going staff planning. Throughout the week Erwin and Gasaway were available to participants and presenters to answer questions, to handle schedule changes, to arrange for A-V and other material needs and generally to make sure that the week flowed smoothly and efficiently. They were also responsible for facilitating daily staff meetings. Staff meetings were held at the end of each day to share concerns, make adjustments in procedures and processes and to plan for the next day's training. The roving consultants, Archibald and Rubin, provided the staff with daily feedback on trends and emerging issues.

Training Plans

Following the last large-group session of the week, participants met in their Program Service Team groups and individually assessed and prioritized each of the skill clusters in terms of their individual skill training needs for the future. A copy of the Individual Skills Profile Priority Sheet is presented in Apprendix J.

The training priorities developed by the individual participants were submitted to the I.O.E. planners and will provide a framework for the development and implementation of future, long-term staff-development activites.

III. EVALUATION DESIGN

Objectives

The evaluation design and methodologies were developed within the framework of five general evaluation objectives. These objectives derive from questions generated by the Regional Exchange staff and I.O.E. planners regarding significant issues related to the workshop design. The objectives are as follows:

Objective 1. To provide in-process feedback to presenters throughout the workshop for their use in adjusting their presentations to meet more appropriately the needs of participants

Objective 2. To collect data from workshop participants regarding: the extent to which the workshop activities enhanced their abilities to assess their own training needs and

Objective 2a. the extent to which they found the format and organization of the workshop suited to the workshop's purpose; and

Objective 2b. the extent to which they felt that the workshop objectives were achieved; and

Objective 2c. their suggestions for dealing with key issues related to the linkage role

Objective 3. To collect data from workshop presenters regarding their perceptions of both strengths and weaknesses of the workshop design

Objective 4. To synthesize and compare workshop evaluation data and participant priorities for future training

Objective 5. To document the essential features of the workshop including the planning processes, to aid prospective replicators and/or adapters in implementing the basic workshop design.

Design

While the overall evaluation design provides for the collection and analysis of both formative and outcome data, the evaluation effort can be characterized as primarily formative in nature. Hopefully, the results of this effort will aid I.O.E. planners in developing a long-term training program of which the present workshop will be seen as an initial step only. Further, the results

may provide a useful framework for other state education agencies and for other education agencies interested in developing linkage training awareness programs.

The design is based upon the evaluation objectives listed above. The objectives are met through a variety of methodologies.

Methodology

The methodologies used include non-participant as well as participant observation; tape recording; discussion and interview; instrumentation; and the collection of documents. A copy of the Evaluation Schedule used by the Regional Exchange staff is presented in Appendix K.

Objective 1: Participants were asked to complete a Skill Session Evaluation Form (see Appendix L) following each awareness session. The rating forms were distributed to presenting consultants at the end of each day for their use in revising presentations.

Objectives 2, 2a and 2b: Participants were asked to complete a Workshop Evaluation Form (see Appendix M) following the last large-group session of the workshop. Participants completed the forms in small-group meetings of each Program Service Team. The forms were administered by each team manager.

Objective 2c: As part of the large-group presentation, "Dissemination/Diffusion/Linkage/Management," participants were asked to present their ideas on four key issues related to the linkage role:

- Identifying the Client
- Self-Assessment
- Support Needs
- Future Training Needs

Participants met in eight small groups, two for each issue, and recorded their comments on newsprint. Each group was then responsible for reporting to the larger group. In addition to tape recording the large-group session, evaluation staff collected the newsprint from each group.

Objective 3: During a two-hour staff de-briefing session on the fourth day, presenting consultants were asked to record and discuss the following: positive highlights of the week; suggestions for revision; and issues related to follow-up training. The sessions were tape recorded and written comments were collected.

Objective 4: During team meetings of PST staff, participants were asked to prioritize the 10 skill clusters in terms of their match with individual training needs (see Appendix J.) A summary of the priorities reported was collected from I.O.E. staff following the workshop.

Objective 5: This objective was approached by a combination of methodologies. First of all, evaluation staff participated in a number of the initial planning meetings. Secondly, they attended two presentations of each awareness session. All of these sessions were tape recorded and related handouts were collected. Evaluation staff participated in all workshop staff meetings. The final staff de-briefing session was recorded. Finally, the evaluation staff have maintained contact with I.O.E. planners for information regarding follow-up activities.

IV. RESULTS

Overview

As mentioned in Chapter III, there are five basic evaluation objectives. The objectives simultaneously guided the design evaluation activities and provided a framework for the analysis of results. The results are presented in the following sections that correspond to the objectives:

- Providing In-process Feedback to Presenting Consultants
- Participant Evaluations of the Workshop
- Presenter Evaluations of the Workshop
- Priority Training Needs
- Documentation

This chapter will address the methods of data analysis and the related findings. Discussion of the conceptual significance of the results and their implications is presented in Chapter V.

Providing In-process Feedback to Presenting Consultants

The Skill Session Evaluation Forms were completed by participants after each workshop session. At the end of each day, the forms were coded and distributed to the presenters for their review in order to provide them with feedback so they might alter their presentations for the following day if they wished. The forms were returned to the evaluation staff each morning prior to the training session. Presenters also incorporated the daily feedback information received from roving consultants into their plans for the following day.

Overview of Participant Responses

Means and standard deviations of participant responses by participant groups and by question across all skill sessions are presented in Table 1. Overall responses did not differ significantly across the five participant groups.

Means and standard deviations of participant responses for each presentation are presented in Table 2.

Question #1: To What Extent Was The Presentation Understandable?

An analysis of responses to Question #1, comparing scores from the last presentation of each session on Day 1 with scores from the last presentation of each session on Day 3, yielded the following results. For 8 out of 10 presentations the mean rating for Day 3 exceeded the mean rating for Day 1. The mean rating for Day 1 across all presentations was 4.34 (SD = .89); the mean rating for Day 3 was 4.60 (SD = .68). While only 2 of the 10 differences were statistically significant, 8 were in the positive direction. Table 3 presents the means for Question #1 on Days 1 and 3. (Rating of 5 = highly understandable; 1 = not at all understandable.)

Question #2: To What Degree Did The Presentation Increase Participants' Knowledge of the Skill Area?

An analysis of responses to Question #2, comparing scores from Day 1 and Day 3 as described above, yielded the following results. For 6 out of 10 presentations, the mean rating for Day 3 exceeded the mean rating for Day 1. The mean rating for Day 1 across all presentations was 3.50 (SD = 1.10); the mean rating for Day 3 was 3.85 (SD = 1.12). While only 3 of the 10 differences were statistically significant, 6 were in the positive direction. Table 4 presents the means for question #2 on Day 1 and Day 3. (Rating of 5 = greatly increased knowledge; 1 = provided no new knowledge.)

Question #3: To What Degree Did the Presentation Allow Sufficient Time for Questions and/or Discussion?

As for Questions #1 and #2 above, responses to Question #3 were compared for Days 1 and 3. For 8 out of 10 presentations, the mean rating for Day 3 exceeded the mean rating for Day 1. The mean rating for Day 1 was 3.63 (SD = 1.22); the mean rating for Day 3 was 4.02 (SD = 1.05). While only 2 of the 10 differences were statistically significant, 8 were in the positive direction. Table 5

presents the means for Question #3. (Rating of 5 = allowed enough time; 1 - allowed too little time.)

Table 1.

Mean Participant Responses by Group and by Question

Skill Session Evaluation Form

Participant Group		Question 1	2	3
A	$\bar{X}$	4.31	3.33	3.95
	SD	.78	1.15	1.15
B	$\bar{X}$	4.39	3.40	3.50
	SD	.91	1.08	1.26
C	$\bar{X}$	4.44	3.67	3.94
	SD	.81	1.01	1.07
D	$\bar{X}$	4.51	3.47	3.34
	SD	.73	1.20	1.28
E	$\bar{X}$	4.43	3.49	3.54
	SD	.78	1.15	1.29
Total	$\bar{X}$	4.14	3.47	3.68
	SD	.81	1.12	1.23

Table 2.

Mean Participant Responses by Question

and by Presentation

Presentation		Question 1	2	3
Evaluation Skills	$\bar{X}$	4.26	3.13	3.60
	SD	.93	1.23	1.25
Design/Planning	$\bar{X}$	4.20	3.06	3.17
	SD	.96	1.19	1.35
Resource Utilization	$\bar{X}$	4.48	3.49	3.59
	SD	.69	1.14	1.30
Communication	$\bar{X}$	4.55	3.33	4.06
	SD	.72	1.09	1.04
Conflict/ Management	$\bar{X}$	4.68	4.03	3.32
	SD	.60	.96	1.27
Diagnostic Skills	$\bar{X}$	4.03	3.24	3.95
	SD	.92	1.00	1.12
Group Facilitation	$\bar{X}$	4.40	3.31	3.73
	SD	.71	1.22	1.25
Entry/ Intervention	$\bar{X}$	4.28	3.45	3.78
	SD	.88	1.08	1.14
Problem Solving	$\bar{X}$	4.76	3.73	3.76
	SD	.57	1.08	1.22
Power/ Influence	$\bar{X}$	4.50	3.91	3.77
	SD	.67	.82	1.15
Total	$\bar{X}$	4.14	3.47	3.68
	SD	.81	1.12	1.23

Table 3

Means for Question #1

Presentation	$\bar{X}$, Session 3,4	$\bar{X}$, Session 9,10
Evaluation Skills	4.13	4.47
Design/Planning	3.77 *	5.00 *
Resource Utilization	4.15	4.69
Communication	4.53	4.93
Conflict/ Management	4.44 *	4.95 *
Diagnostic Skills	4.17	3.65
Group Facilitation	4.63	4.56
Entry/ Intervention	4.23	4.38
Problem Solving	4.83	4.90
Power/ Influence	4.41	4.57
Total	4.34	4.60

*Underlined means indicate a significant difference with $p. < .05$.

Table 4

Means for Question #2

Presentation	$\bar{X}$, Session 3,4	$\bar{X}$, Session 9,10
Evaluation Skills	3.13	3.42
Design/ Planning	2.69 *	4.27 *
Resource Utilization	3.54	3.54
Communication	3.21 *	4.00 *
Conflict/ Management	3.94 *	4.73 *
Diagnostic Skills	3.26	3.06
Group Facilitation	3.84	3.61
Entry/ Intervention	3.45	3.67
Problem Solving	3.94	4.25
Power/ Influence	4.00	3.83
Total	3.50	3.85

*Underlined means indicate a significant difference with $p < .05$.

Table 5

Means for Question #3

Presentation	$\bar{X}$, Session 3,4	$\bar{X}$, Session 9,10
Evaluation Skills	3.45	3.42
Design/ Planning	2.14 *	3.91 *
Resource Utilization	2.69	3.31
Communication	3.53 *	4.43 *
Conflict/ Management	3.65	3.86
Diagnostic Skills	3.78	4.19
Group Facilitation	4.11	4.17
Entry/ Intervention	3.82	4.29
Problem Solving	4.39	4.25
Power/ Influence	4.06	4.17
Total	3.63	4.02

*Underlined means indicate a significant difference with $p < .05$.

Participant Evaluations of the Workshop

Participants completing the Workshop Evaluation Form were made up of three groups: Program Service Team (PST) Consultants; Program Planning and Development (PPD) staff; and other participants both from within I.O.E. and from education agencies outside Illinois. The PST group was made up of professional staff from all five Program Service Regions across the state. A preliminary analysis comparing the responses by service teams yielded no significant differences. Therefore, further analyses will treat the entire group of PST participants as a whole.

The Extent to Which the Workshop Activities Were Perceived to Enhance Participants' Abilities to Assess Their Own Training Needs

Table 6 presents mean responses by participant group to all 6 items on the Workshop Evaluation Form. Item 4 addressed the question of whether or not participants perceived the workshop activities as enhancing their abilities to assess their own training needs. The PST group responses ($\bar{X} = 4.00$) were significantly higher ($p. < .05$) than the responses of the PPD group ($\bar{X} = 3.41$). The mean score of the other group ($\bar{X} = 4.46$) did not differ significantly from the PST group. (Rating of 5 = to a great extent; 1 = not at all.)

Table 6.

Mean Responses by Participant Group to

Questions 1-6 Workshop Evaluation Form

Question #	Participant Group		
	PST	PPD	Other
1	4.38	3.41	4.38
2	3.97	3.65	4.15
3	3.11	2.82	3.15
4	4.00	3.41	4.46
5	4.11	3.71	4.15
6	4.30	3.94	4.08

The Extent to Which Participants Found the Format and Organization of the Workshop Suited to the Workshop Purposes

Item 5 of the Workshop Evaluation form addressed this issue. A comparison of mean responses across all groups yielded no significant differences. Means for Item 5 are presented in Table 6. (Rating of 5 = to a great extent; 1 = not at all.)

The Extent to Which Participants Felt That the Workshop Objectives Were Achieved

Item 6 of the Workshop Evaluation Form addressed this question. A comparison of mean response across all groups yielded no significant differences. Means for Item 5 are presented in Table 6. (Rating of 5 = to a great extent; 1 = not at all.)

Participant Responses to Items 1, 2, and 3 of the Workshop Evaluation Forms

Items 1 and 2 addressed the extent to which participants perceived the workshop as helping them to see concrete possibilities for training and to understand what the training for particular linkage skills might entail. PST responses to Item 1 were significantly ($p. < .001$) higher than PPD responses. No significant differences were found in responses to Item 2. Likewise, responses to Item 3 regarding the degree of overlap of the sessions were not significantly different across participant groups. Mean responses to Items 1, 2, and 3 for each participant group are presented in Table 6. (Rating of 5 = to a great extent; 1 = not at all.)

Participant Comments

The Workshop Evaluation Form provided a space for participants to make "additional comments/suggestions." The comments, by participant group (PST, PPD, other) and categorized by content area addressed, are presented on the following pages.

Comments: PST Participants (N=42)

Format/Organization/Structure of the Workshop

. well-organized and implemented	(19 responses)
. modification of grouping structure that allowed for interaction with all participants would have been more desirable	(1 response)
. presentations should have been sequenced more appropriately given their interrelationship	(1 response)
. format was too similar throughout the week	(3 responses)
. fewer days with evening sessions would be better	(1 response)
. days were too long	(1 response)
. workshop shouldn't have been held in Springfield	(1 response)
. workshop should have had more panels	(1 response)
. panel was a waste of time	(1 response)

Training Topics

. other areas of staff development, in addition to the ten skill areas, need to be explored	(3 responses)
. topics were excellent	(1 response)
. fewer topics should have been covered	(1 response)
. some topics have already been covered	(1 response)
. content area training needed as well	(1 response)

Presenters

- Bob Archibald, Lou Rubin, and Charles Mojkowski were not used fully as resources (4 responses)
- excellent presenters overall (3 responses)
- consultants representing states other than Oregon and Rhode Island should have been invited (2 responses)
- presenters were not the "best around" (1 response)
- number and variety of consultants were good (1 response)
- Dr. Mel Heller should be a future presenter (1 response)
- desirable that presenters altered their presentations based upon feedback (1 response)
- good to find presenters willing to talk informally (1 response)
- good to see presenters attending other sessions (1 response)
- presenters who explained their sessions in terms of the workshop objectives were most effective (1 response)

Interaction

- more time for interaction in the sessions was needed (6 responses)
- it was a good opportunity to interact with other IOE people (1 response)

Materials

- handouts would have been useful (2 responses)
- transpariencies were of poor quality (1 response)
- presenters should have developed the skill sheets for their areas (1 response)

Other

- management underestimated the level of sophistication of the PSTs (1 response)
- the workshop represented good agency commitment to inservice (1 response)
- it was good to hear how other states run linkage systems (1 response)
- the workshop reflects well on the expertise of the agency (1 response)
- initial assessment of needs did not change but it was good to have them confirmed (1 response)
- more hands-on activities were needed (1 response)
- everybody from I.O.E. should have attended (1 response)
- "I have never felt so good for so long a time with so many people." (1 response)

Comments: PPD Participants (N=11)

. overall a good week - good organization	(5 responses)
. other skill areas needed coverage	(3 responses)
. level of awareness presented was too low	(2 responses)
. more time for interaction with presenters needed	(2 responses)
. physical arrangements for some sessions could have been better	(1 response)
. excellent presenters	(1 response)
. more time for training needed	(1 response)
. workshop shouldn't have been held in Springfield	(1 response)
. self-assessment not changed by workshop	(1 response)
. some consultants tried to cover too much	(1 response)
. more choice was needed	(1 response)

Comments: Other Participants (N=9)

- good week, good organization (7 responses)
- I.O.E. consultants need an overall plan (1 response)
- self-assessment forms were excellent (1 response)
- PSTs should be both generalists and specialists (1 response)
- in-depth training should be done in smaller groups (1 response)
- in-depth training should focus on specific discussion of the application of training principles to job rates (1 response)
- future training should focus on skill development (1 response)

Participant Suggestions for Dealing with Key Issues Related to the Linkage Role

On Day 3, participants attended a large-group session, "Dissemination/Diffusion/Linkage/Management." The session was structured to provide participant input on four key issues:

- *Defining the client group*
- Assessing success as linkers
- Assessing support needs
- Identifying future training needs

Participants were divided into small groups, two for each issue. Each group was asked to address the issue and then report suggestions/decisions to the larger group. Suggestions of each group are presented on the following pages. Handouts given to each group are presented in Appendix F.

Clients, Group I

1. Which are the various groups of clients that might be served?

   LEA superintendents

   Administrators

   Curriculum coordinators

   Principals

   Directors

   PST consultants

   Parent and community groups

   Students

   Teachers

   University personnel and students

2. Are some client groups more appropriate for serving than others?

   Yes, LEA superintendents and administrators are priority because they are the decision makers.

3. Why serve some client groups and not others?

   The decision makers should be served first.

4. What is the reasonable number of clients that one person can serve?

   A very sensitive problem, and such an important issue that it is necessary to take a lot more time and effort in determining what this number should be.

Clients, Group 2

1. What are the various groups of clients that might be served?

   Superintendents (primary; all other secondary)

   Principals

   Administrators, coordinators

   Central office staff

   Teachers

   I.O.E.

   Team members

   PST managers

   Parents, board members

   Advisory boards

   SESRs

   Professional organizations

   Other state agencies

   Post-secondary institutions

2. Are some client groups more appropriate for serving than others?

   Yes

3. Why serve some client groups and not others?

   Time

   Resources

   Expertise

   State and federal regulations

   Personal preference

4. What is the reasonable number of clients that one person can serve?

   Negotiable.

Assessment, Group I

Indicators of Success	Relation-How	Measurement
. Quantative		Surveys, etc.
. Qualitative		Surveys
. PST/LEA agreement on objectives is a prerequisite to success		Rating form interviews number of agreements
. Comfort level of consultant with client		
. Awareness of objectives		
. Sophistication of agree/level between consultant and district		
. Consultant's knowledge of office resources		Quiz
. Work plan		
. Common objectives with known indicators		
. Improved perception--IOE		

Assessment, Group 2

Indicators of Success	How they Relate	Why Important?
· Number of outside consultants brokered	Quantitative *	
· Money	Quantitative/Qualitative	
· Use by peers	Quantitative/Qualitative	
· Good words	Quantitative/Qualitative	
· Number of requests (successful programs adopted)	Quantitative	
· Successful entry (Supts./others)		
· Quality of brokered services by evaluation		
· Number of assignments		
· Formal evaluation		
· Number of complaints		

* The group felt that both quantitative and qualitative indicators of success were important. The quantitative/qualitative nature of each is listed at the right of the indicator.

Support Needs, Group 1

1. Intra-agency and inter-agency coordination and cooperation

   (Service delivery is dependent upon this model)

2. Administrative coordination and cooperation

   . for informational purposes

   . for generating consistent policy statements

3. Support from other resources

   . Educational Service Regions -- for better delivery of services

   . professional organizations

   . community groups -- to promote involvement in the educational service delivery system

4. Coordination and clarification of agency materials available (lists, numbers of items, etc.) to clients

   . for more efficient and effective use of these.

5. Clarification of resources

   . to tell us what we can actually provide in the way of human and material resources

   . to facilitate long-range planning

6. Expansion of this week's knowledge to how this should be ongoing

7. Description, possibly in a brochure, of agency's programs and service capacity

   . for new staff

   . ongoing for all staff

8. Development of field offices into fully functional service units

Support Needs, Group 2

1. Human Resources
   - to be available on site
   - how to identify them
   - parameters (context) -- limitations of resource
2. Management system for
   - meeting needs of resources (finance, visibility, authentication)
   - reward/incentive structure for human resource
3. Agency coordination
   - across depts. and sections and inter-agency for shared knowledge of what each is about. Such as NDN facilitators, other state agencies, intermediate agencies
   - services--resources--development
   - dissemination and information access
   - intra-inter team support
4. Finance program within agency
   - service support
5. Materials
   - publications--curriculum--instruments/skills
6. Need for Rules System on Program Information Development
   - what is the system for accessing
   - system for acquiring (inservicing)
   - catalog of people/program/expertise

7. Authority
   - Field image/agency
8. Dissemination of information about the services and organizational support (state wide)
   - PR
   - research
   - evaluation
   - planning
   - clerical
   - conference development
   - trust
   - red tape cutting
9. Outside agency support
   - legislators
   - professional organizations
   - other state agencies
   - NDN--facilitators
   - ESRs
   - intermediate units

Future Training Needs, Group 1

1. Individual assessment of where professional staff are as to their future inservice needs.
   - in addition to written priorities, should include individual interview
   - sequentially planned
   - cluster by individual need as opposed to team clusters
   - follow up should be indepth
2. Comparable inservice for management (include assistant managers too) e.g., evaluation, conflict, etc.
3. Team interaction as to how we operate - PST/PPD/Other sections
4. Inservice programs for new/future employees
   - (Package available)
   - future inservices of this type should include or be made available to other departments, sections in IOE
5. Rely as much as possible on present presenters for future inservice to guarantee continuity
6. In service to guarantee that linkage exists among the various sections depts. in I.O.E. and field teams
7. Identification of addition areas for future training--affective skills, human relations, male/female professional interaction
8. Format for training
   - retreat
   - visit other SEA's
   - laboratory and other experiences
   - inter-state exchange
   - done on individual or small group basis

Future Training Needs, Group 2

1. We all need training; some we hold in general; some are individual
   - initial orientation for new employees in total agency services
   - 10 areas covered in awareness are not all inclusive
   - management skills such as budget and finance
   - funding
   - State Board of Education goals defined for agency members
   - personalized needs assessment specifying priority areas
2. How does this all fit together?
   - NIE, IRDN, NDN, ERIC, etc.
3. Training programs
   - PST members (defensive driving)
   - CPR training
   - Red Cross first aid, etc.
   - Interpretation of research outcomes
   - utilization of data/stats
   - development of proposals

Presenter Evaluations of the Workshop

Following the last skill session, presenters and staff met to discuss the highpoints of the week and to make recommendations for revision. Presenting consultants were asked to identify the elements of the workshop that they felt facilitated its apparent success. Further, they were asked to identify and discuss elements of the workshop that they felt should be altered in future training efforts. In the context of these discussions, presenting consultants offered a number of suggestions to I.O.E. planners regarding follow-up activities. A compilation of the major elements and issues discussed is presented on the following pages. The items are not prioritized nor do they reflect frequencies of any one particular comment or suggestion. The items are categorized as follows:

- Organization/Format
- Skill Areas/Content
- Administrative Support
- Presenters/Presentations
- Evaluation
- Participants
- Materials
- Planning/Design
- Staff Meetings
- Future Training

Organization/Format

Positive Highlights of the Week	Elements That Need Attention
· Program was well monitored and run efficiently. · Attention was obviously paid to the details of organizing the conference. · Good organization. · Good facilities, materials, and supplies. · Numbers of participants appropriate. · Accessibility of IOE workshop coordinators was an asset. · Format was workable. · Motel staff very cooperative in making necessary adjustments. · IOE staff had prepared thoroughly. · Flexibility of staff regarding alterations was helpful. · Thorough planning obvious. · Format, by design, was frustrating for almost everyone, but a necessary starting place.	· Workshop was too long. · Timing of staff meetings (conflict with social opportunities with participants) was inappropriate. · Awareness sessions should have been one-half-to-one hour longer.

Skill Areas/Content

Positive Highlights of the Week	Elements That Need Attention
· Participant feedback reflected that sessions are very helpful skill areas. · Richness of the mix of content was a positive feature.	· Ten areas are too many--five presentations in two and one-half days is the maximum.

Administrative Support

Positive Highlights of the Week	Elements That Need Attention
· Visible and verbal support of administration was crucial. · Agency put its money where its mouth is. · Open and repeated support by key people was good.	· Absence of managers.

Presenters/Presentations

Positive Highlights of the Week	Elements That Need Attention
. Diversity of points of view and styles of the presenters were appreciated. . Diversity of consultant group was good . Presenters were very knowledgeable, enthusiastic and had expertise in relating to groups. . Presenters altered presentations in light of participant and observer feedback. . Presenting consultants adapted presentations to feedback from participants.	

Evaluation

Positive Highlights of the Week	Elements That Need Attention
· Evaluators were very helpful. · The chance for direct feedback after each session was helpful.	

Participants

Positive Highlights of the Week	Elements That Need Attention
· Cooperative and enthusiastic attitude of participants. · Responsiveness of the participants. · Participant reaction--synergy. · High level of energy and involvement of the participants. · Eagerness of participants. · After first session participants volunteered their experiences of sessions without solicitation.	· Several participants actually more sophisticated than the level of presentations.

Materials

Positive Highlights of the Week	Elements That Need Attention
. What was needed was available (materials, equipment, etc.). . The skill area guidelines provided were helpful.	. Logistics of AV, easels (get oravisual models). . No quick turnaround duplication available. . Name tags--type too small.

Planning/Design

Positive Highlights of the Week	Elements That Need Attention
. Purposes clear to presenters and participants. . Timing appropriate. . Climate setting was helpful. . Planning and development pre-session led to implementation as planned w/minor adjustments. . Heterogeneous grouping was helpful. . Anchor provided by black book. . The black book approach--modified--would be especially useful. . Roving consultants picked up trends that were extremely valuable. . Thursday p.m. session tied it together for many.	. Looseness/absence/uncertainty vs. action planning on Friday. . Consultants didn't have black books soon enough. . Day 1 needs restructuring--I.O.E. brass, context setting, confusion over role. . Lack of an overall context for the skill clusters. . Group building experience missing. . Not understanding (on the part of the presenters) the many different levels and perceptions and expectations of participants. . Participants not fully aware prior to coming to the conference of their purpose in being here. . Mixture of role assignments made some participants hard to reach. . Opening could have been handled more creatively in getting participants into the model of the conference. . Insufficient cohesiveness in design. . Participants should have some options open to them. . Needed more communication with presenters during pre-training session. . Allow for further communications with presenters. . Reasons for panel unclear.

Staff Meetings

Positive Highlights of the Week	Elements That Need Attention
. Staff meetings were essential. . Feedback, during staff meetings, from roving consultants was useful. . Staff de-briefing every day is a must.	

Future Training

Positive Highlights of the Week	Elements That Need Attention
. Follow-up is crucial. . Pay attention to what participants may in fact need in addition to what they say they need or want. . Be sure participants do not get into training for which they do not have prerequisites. . Managers can take a leadership role in helping consultants develop training plans. . Before any more training occurs, roles and objectives must be clarified. . Levels of awareness still remain very global and superficial--another step is needed to individually assess again in individual interview fashion to more precisely identify skill needs.	

Priority Training Needs

At the end of the workshop, participants were asked to prioritize their needs for training in each of the 10 skill clusters. Table 7, compiled by I.O.E. staff, represents a summary of the priority rankings. A comparison of the priority rankings with a ranking derived from participant evaluations of each skill session yielded a rank order correlation coefficient (Spearman-Brown) of $r = .37$. The derived ranking is presented in Table 8.

Table 7. Summary of Data from Priority Forms

The number of responses in each column indicate the number of individuals ranking skills from 1-10.

Skills Priority Rank	1	2	3	4	5	6	7	8	9	10
Communications	10	7	2	7	11	7	8	7	6	18
Entry/ Intervention	1	7	3	10	6	9	12	8	18	7
Diagnostic Skills	9	8	12	10	12	8	5	3	8	7
Group Facilitation	4	6	8	10	9	9	8	7	8	11
Problem Solving	4	6	11	12	12	14	6	10	2	3
Power/ Influence	17	14	12	8	5	6	11	4	0	1
Design/ Planning	4	6	11	10	5	7	12	9	8	8
Resource Utilization	6	6	6	5	4	4	9	14	14	13
Conflict/ Management/ Utilization	21	19	8	3	6	7	2	6	7	2
Evaluation Skills	5	4	11	7	9	8	6	11	9	9

Table 8

Derived Priority Rankings *

Skill Area	$\bar{X}$, Question #2 Skill Session Evaluation Form	Rank
Conflict Management/Utilization	4.03	1
Power/Influence	3.91	2
Problem Solving	3.73	3
Resource Utilization	3.49	4
Entry/Intervention	3.45	5
Communication	3.33	6
Group Facilitation	3.31	7
Diagnostic Skills	3.24	8
Evaluation Skills	3.13	9
Design/Planning	3.06	10

*These rankings are based upon participant responses, across all skill sessions and all participant groups, to Question 2 on the Skill Session Evaluation Form addressing the extent to which the presentation increased participants' knowledge of the skill area.

V. DISCUSSION AND IMPLICATIONS

The Workshop

Providing In-Process Feedback to Presenting Consultants

The purpose of providing participant feedback to presenters at the end of each day was to allow them to revise their presentation using the feedback to address more appropriately the participants' needs and levels of expertise. The results indicate that in the case of all presentations there was a perceived increase over the week on at least one of the three dimensions--i.e., degree of understandability; degree to which the presentation increased participants' knowledge of the skill area; and degree to which sufficient time was allowed for questions and/or discussion. In some cases in which there was not a perceived increase over the workshop week, the ratings were already sufficiently high (greater than the overall mean for each question) so that an increase was not necessarily expected or required. Thus in only one of the 10 presentations did participants perceive an insufficient increase in knowledge acquired; and in only one of the 10 presentations did participants perceive an insufficient increase in the amount of time allowed for questions and discussion. Further, in their written comments and during informal discussions, many participants indicated an awareness and appreciation of the fact that presenters were altering their presentations on the basis of participant feedback. The implication is that data from participants was successful in aiding the presenters in making their presentations more appropriate to the needs and levels of expertise of the participants.

Participant Evaluations of the Workshop

Two primary purposes of the workshop were to provide participants with information about concrete possibilities for training and to enhance participants' abilities to assess their own training needs. Based upon participant responses to the Workshop Evaluation Form, these purposes were realized to a significantly

greater extent for the PST group and the "other" group as compared to PPD participants. Although one might speculate about this difference, the data is insufficient to explain this discrepancy.

The significant benefits derived by the group of out-of-state and other I.O.E. participants can be viewed as highly significant. The degree to which specific training programs such as this one are applicable and generalizable to other states and/or agencies is often questioned. In this situation, however, participants from a number of different settings perceived benefits as great as those perceived by the PST group. It may be that the linkage role is highly general and cuts across multiple roles within the educational service endeavor, and secondly, that the workshop was structured to enhance learnings that could apply to multiple situations. In any case, the Illinois workshop was perceived as beneficial to participants from diverse contextual and geographical settings as well as to the focal PST group.

Responses also indicated that all participant groups perceived that for the most part, the format and organization suited the workshop purposes. Further, all groups perceived that, for the most part, the objectives of the workshop were met.

Written comments received from PST participants regarding workshop activities varied and addressed a variety of issues. The most commonly received comment suggests that many PSTers felt the workshop to be exceptionally well organized and implemented. Other responses were varied. Comments recorded by the PPD group and the "other" participants were also diverse. The single most frequently recorded comment (5 out of 19) reflected praise of the week's organization and activities. The most frequently recorded comment from the "other" participant group reflects a positive view of the week in general.

Participant Response to Key Issues

Some of the more salient findings relative to I.O.E. planning efforts resulted from an analysis of participant suggestions for dealing with key issues related to the linkage role.

When asked to define potential client groups, participants offered a diverse listing of potential clients. However, they agreed that some clients are more appropriately served than others. Participants agreed that LEA superintendents and decision-makers probably should have priority, given limited time, resources, and expertise. Further, it was agreed that all potential clients could not be served, given these constraints.

When asked to address the issues of self-assessment, participants agreed upon the importance of the issue and suggested some useful indicators of success.

Participants identified a number of their perceived support needs. The majority of needs identified relate to intra-agency coordination and sharing of information. In general, participants seemed to be asking for clarification regarding existing resources within the agency that could serve to support PST consultants.

The most salient and recurring comment regarding future training suggested a perceived need for immediate in-depth follow-up to the week's awareness activities. Specific suggestions for future training seem to focus primarily on the importance of individualization and the inclusion of additional areas for training beyond the 10 skill clusters.

Presenter Evaluations of the Workshop

Presenting consultants identified the workshop elements that, in their opinion, enhanced the effectiveness of the week (presented on pages 51-61). The elements identified included:

- Organization and format of the workshop, including thorough planning, monitoring, facilities, and accessibility and flexibility of workshop coordinators
- Content of the training sessions
- Administrative support of the training program
- Quality of presenting consultants including diversity of points of view and styles, enthusiasm, willingness to alter presentations
- Quality of participants including cooperativeness, enthusiasm, and responsiveness
- Workshop design including timing, climate setting, heterogeneous grouping of participants, the "black book" as an anchor, and the use of roving consultants
- The organization and frequency of staff meetings.

Presenting consultants also identified the workshop elements that, in their opinion, needed some improvement. These elements included:

- Length of the workshop and the timing of staff meetings (conflict with opportunities to socialize with participants was noted)
- The number of skill areas covered in two and one-half days
- The absence of some agency managers
- No quick turn-around duplication
- Workshop design, including insufficient cohesiveness and clarity of purpose, presenters not aware of the variety of expectations and levels of expertise of participants, presenters not sufficiently involved in pre-training sessions, lack of options open to participants.

Overall, the week was viewed as a positive educational experience for both participants and consultants.

Priority-Training Needs

On the last day of the workshop, participants prioritized their needs for training in each of the 10 skill areas. A comparison of the priority rankings with a ranking derived from the overall participant evaluations of each skill session indicate that participants assessed their needs for training somewhat independently of their evaluations of the individual training sessions.

Implications for Future Training in Illinois

Based upon an analysis and synthesis of evaluations results across all workshop activities, including data collected from both participants and presenting consultants, a number of implications for future training emerge. These general implications may serve as a guide to I.O.E. planners as they design a long-term staff development program for their agency staff.

- PST consultants expect immediate indepth follow-up to the week-long awareness workshop.
- PST consultants expect an individualized training program encompassing skill training in content areas including but not limited to the 10 skills covered in the awareness workshop.
- I.O.E. planners need to give some attention to what participants need in fact, in addition to what they say they need or want.
- Prior to additional training, agency roles and objectives should be clarified and communicated to agency staff.
- Managers can take a leadership role in helping consultants develop training plans.
- Levels of awareness still remain very global--another step may be needed to more precisely identify skill needs.

- Each participant should proceed through training in a sequential manner, consistent with his or her level of expertise. Participants should not enter training for which they do not have the necessary prerequisites.
- Trainers and participants can benefit from the collection of in-process feedback data from participants, particularly when trainers will be making consecutive presentations on the same topic.
- The high quality principles of design, planning and organization applied to the awareness workshop should be applied to future training efforts.

SUMMARY

During the week of July 11 through July 15, the Illinois Office of Education (I.O.E.) hosted a Consulting/Linkage Skills Awareness Workshop in Springfield, Illinois. Participants included approximately 75 Program Service Team consultants, Illinois' linking agents, approximately 25 members of I.O.E.'s Program Planning and Development Section, selected staff from other I.O.E. departments, representatives of other education agencies in Illinois, and representatives from education agencies in other states. The primary goal of the week-long workshop was to acquaint the linking agents with a broad array of consulting/linkage skills as a means of helping individual participants assess their training needs. The ultimate outcome would include, hopefully, staff development plans designed to meet individual Program Service Team consultants' needs for linkage knowledge and skills.

The Consulting/Linkage Skills Awareness Workshop is only one element in a reorganization process that began in Illinois in 1975 when I.O.E. planners determined to separate the regulatory functions from the service functions of the agency. As a result, the LEA Service Department was established in the I.O.E. In addition to the Department's central office staff, the Program Planning & Development Section, housed in Springfield, five Program Service Teams (PSTs) staffed with a total of approximately 75 professionals serve local education agencies (LEAs) across the State of Illinois. The four basic service functions of the service teams are:

- providing problem-solving and planning assistance to LEAs
- assuming a resource linkage role for LEAs
- serving as a communication link between the I.O.E. and LEAs
- providing technical assistance to LEAs when other resources are not available

The service team function implies a change in role for many staff--from that of content specialist in reading, for example, to that of generalist who is skilled in assisting clients in identifying their needs and in identifying resources for meeting those needs in whatever content area clients may operate. As a result, I.O.E. is in the process of developing a comprehensive training program to facilitate the role change and to enhance staff ability to meet a broad array of LEA needs in whatever content areas the needs happen to occur. Consulting/Linkage Skills Awareness Workshop represents a significant step towards the development of that training program.

The Midwest Regional Exchange (Rx) became involved in the early planning stages of the workshop through its brokerage service, which is available to all states in the Rx region. The Rx arranged a series of planning meetings involving I.O.E. planners and the Linkage Training Service. These meetings focused on the development and implementation of a plan for providing I.O.E. consultants with a means of assessing their linkage training needs. Following the initial planning meetings, I.O.E. further developed the plan which resulted in the week-long workshop, for which the Rx agreed to provide evaluation and documentation services.

The general goals of the workshop were:

To provide Illinois consultants with a greater awareness of both general and specific skills encompassed by the consulting/linkage role and to acquaint them with national leaders in these areas. The format included:

- a series of large-group sessions designed to set the stage and clarify the goals of the week
- a series of small-group sessions, offered on a rotating basis for all participants, each focusing on a linkage skill cluster
- a series of large-group wrap-up and evaluation sessions focusing

on learnings of the week and possible applications

- individual Program Services Team meetings wherein participants reviewed the 10 linkage skill areas and prioritized their own needs for future training

Participants included:

approximately 75 Program Service Team staff and managers; approximately 25 Program Planning and Development (PP&D) staff; selected I.O.E. central office staff; selected representatives of other education agencies in Illinois; representatives of other education agencies across the country.

Consultants/presenters for the workshop were:

Robert D. Archibald, Director of the Counseling and Consultation Service and Adjunct Assistant Professor of Psychology in Higher Education at the Ohio State University, Columbus, Ohio.

Janice Baker, Acting Coordinator for Statewide Assessment and Operations Planning for the Rhode Island State Department of Education, Providence, Rhode Island.

Ann Bennett, Coordinator of Diffusion and Dissemination Projects for the Region X Service Center in Richardson, Texas.

Matilda Butler, Director of Applied Communication Research, Inc., Palo Alto, California.

David Crandall, Executive Director of the Network of Innovative Schools, Inc., Merrimac, Massachusetts.

Ruth Emory, Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Sharon Koenigs, Resource Specialist, Midwest Regional Exchange, CEMREL, Inc., St. Louis, Missouri.

Dane Manis, Director, Midwest Regional Exchange, CEMREL, Inc., St. Louis, Missouri.

Charles Mojkowski, Director of the Educational Consulting Service in Providence, Rhode Island.

William Paisley, Associate Professor of Communication, Stanford University, Palo Alto, California.

Ralph Parish, Director of KEDDS/LINK, Kansas Department of Education, Wichita, Kansas.

Rene Pino, Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Louis Rubin, Professor, College of Education, University of Illinois, Urbana/Champaign, Illinois.

Alan Sinclair, Administrator of the Learning Center for Staff Development and State Facilitation, Rhode Island Department of Education, Providence, Rhode Island.

Shelia Smith, KEDDS/LINK, Kansas Department of Education, Wichita, Kansas.

William Ward, Senior Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Ten skill awareness sessions were available on a rotating basis to all participants. Each session was presented five times. Each session accomodated approximately 25 participants. The participants were grouped in a manner allowing each participant to attend all 10 awareness sessions. Each session focused on one of the following skill areas:

- Design/Planning
- Entry/Intervention
- Diagnostic Skills
- Group Facilitation

- Problem Solving
- Resource Utilization
- Power/Influence
- Communications
- Conflict Management/Utilization
- Evaluation Skills

Following the last large-group session of the week, participants met in their Program Service Team groups and individually assessed and prioritized their skill training needs for the future.

The training priorities developed by the individual participants were submitted to the I.O.E. Staff Development planners in order to provide them with a framework for the development and implementation of future, long-term staff development activities.

APPENDIX A.

ORGANIZATIONAL CHART, IOE

October 1976

State Board of Education

ILLINOIS OFFICE OF EDUCATION

STATE SUPERINTENDENT OF EDUCATION
Joseph M. Cronin
(2221)

Executive Secretary
Gloria Richter
(2221)

Superintendents of Educational Service Regions

Internal Auditor
Don A. Drake
(2237)

Administrative Assistant
Kathleen B. Hadley
(1874)

Board Secretary
Rita M. Hewett
(2034)

Legal Advisor
Julia Quinn Demakey
(5270)
IC 2226

Affirmative Action
Gordon A. Smith
(2474)

EXECUTIVE ASSISTANT
WASHINGTON D.C. OFFICE
Allen S. Cohen (3580)

EXECUTIVE DEPUTY SUPERINTENDENT
Nelson F. Ashline
(0342)

** Planning
John G. Alford
(4980)

Ombudsman
Earl D. Perron
(2318)

Personnel
Edwin L. Cox
(6434)

CAGO OFFICE IC-2220
uty Superintendent
ert A. Lyons
2238

Administrative Assistant
Virginia A. Cox
IC 2238

Administrative Services
Kermit J. Pooler
IC 3854

Bilingual Education
Hugh N. Sawyer
IC 3860

Equal Educational Opportunity
Royce P. Davis
IC 2276

Fiscal
Chris Mesargos
IC 2757

Urban and Ethnic Education
Rina Dee (Acting)
IC 3855

PROGRAM SERVICES

ADULT, VOCATIONAL AND TECHNICAL EDUCATION
Assistant Superintendent
James R. Galloway
(4870)

Adult Education
Wayne E. Gries
(3370)

Manpower
Dorner E. Siegel
(4862)

Occupational Consultants
Laura M. Daley
(4877)

Professional and Curriculum Development
William E. Reynolds
(7084)

Program Approval and Evaluation
(Vacant)
(4878)

Research and Development
Ronald D. McCage
(4620)

Special Programs
James Smith
(5098)

BUDGET AND FINANCE
Assistant Superintendent
Fred Bradshaw
(5258)

Budgets
Frank A. Woerdeboh
(6094)

Reimbursements
Robert E. Pyle
(5258)

PLANNING AND RESEARCH **
Assistant Superintendent
John G. Alford
(4980)

Evaluation
Thomas C. Kerins
(4873)

Policy Analysis and Planning
Gordon L. Brown
(4980)

Research and Statistics
Sally F. Pancrazio
(3860)

PROFESSIONAL RELATIONS
Assistant Superintendent
Susan K. Bentz
(3774)

Certification and Placement
Barry H. West
(2805)

Educational/Instructional TV
Lawrence A. Braquet
(5844)

Media Resource Center
William E. Lahman
(4433)

Teacher Education and Program Approval
Lawrence D. Freeman
(5858)

FEDERAL AND STATE GRANTS
Assistant Superintendent
William L. Grant
(3471)

Compensatory Education
Robert H. Hardy, Jr.
(6035)

Educational Innovation and Support
(Vacant)
(3810)

Federal Liaison
James L. Custer
(5783)

Food and Nutrition Programs
Robert E. Ohlzen
(2491)

Textbook Program
Marion A. Cook
(3471)

SPECIALIZED EDUCATIONAL SERVICES
Assistant Superintendent
Bill K. Tilley
(5075)

Gifted Programs
Joyce VanTassel
(7830)

Materials Development and Dissemination
Gloria P. Colpoys
(2436)

Program for Exceptional Children
Joseph E. Fisher
(6801)

Pupil Personnel Services
Jean E. Gore
(2445)

MANAGEMENT SERVICES
Deputy Superintendent
Grace H. Duff
(9741)

ADMINISTRATIVE OPERATIONS
Assistant Superintendent
Warren B. Carson
(5586)

Accounting
Charles L. Drake
(5727)

Auditing
Ronald D. Rogaly
(7970)

Data Services
Kenneth J. Smith
(6832)

Internal Fiscal Services
Ronald E. Omer
(6729)

Internal Office Support and Printing Services
William D. Becker
(4387)

Purchasing
Michael C. Crowley
(5510)

COMMUNITY SERVICES*
Assistant Superintendent
Joshua Johnson
(3646)

Community Relations
Eleanor Buehrig
(1829)

Information and Publications
Doreen S. Kaufmann
(1829)

School Organization and Facilities
Richard K. Snowden
(7962)

Student Affairs
Kenneth R. Mahrt
(6548)

GOVERNMENTAL RELATIONS
Assistant Superintendent
Robert Lenhiger
(6510)

Governmental Research
Robert P. Clark
(0962)

Scholarships
Thomas J. Denny
(7913)

State Lessons
David E. Carey
(6513)

RECOGNITION AND SUPERVISION
Assistant Superintendent
(Vacant)
(5517)

Non-Public School Approval
Roy McDermott
(5517)

Public School Approval
Elmo S. Lutz
(5517)

Local Education Agency Services
E. L. Grosser
(5418)

Program Services Teams

Chicago Team
D. Joan Donahue
(Acting) IC 5560

DeKalb Team
John G. Straub
815/753-0261

Springfield Team
Ron S. Spalding
(5858)

Urbana Team
Jerry D. Foster
217/333-8770

Mt. Vernon Team

Program Planning and Development
Lyndon B. Wharton
(2826)

Career Education
Curriculum Services
Educational Information Center
New Directions/Alternatives
Responsibility Education
Safety Education
School Transportation

MT. VERNON OFFICE
Assistant Superintendent
Richard Haney
618/242-1878

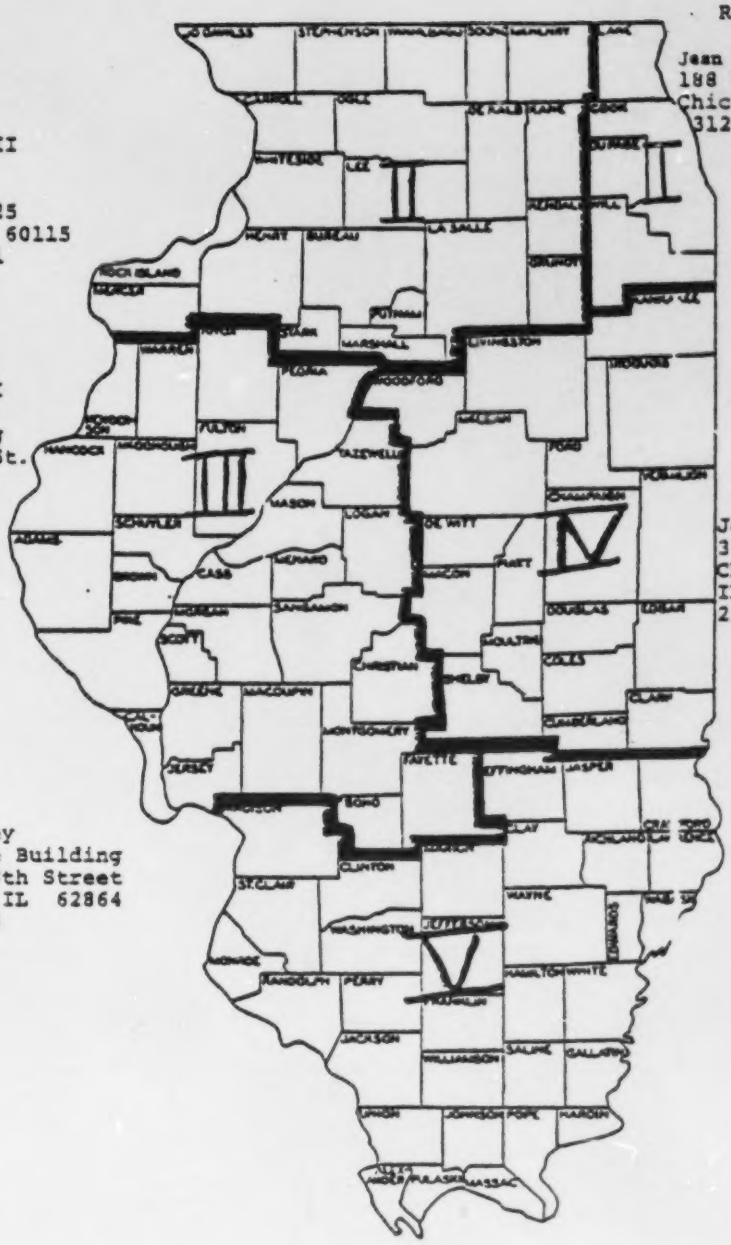
Resource Information & Conference Center*
Contact – Richard Short – 217/782-4321

All telephone numbers are Springfield CENTREX unless otherwise noted. When using CENTREX dial 7 then the four digit number. Outside calls dial Springfield Prefix 217/782. Numbers preceded by C are Chicago CENTREX. Outside calls dial Chicago Prefix 312/793.

Listings relating to Assistant Superintendents are listed functionally in alphabetical order.

APPENDIX B.

PST REGIONS



Region I

Jean Donahue
188 W. Randolph
Chicago, IL 60601
312/793-2220

Region II

John Stoudt
P. O. Box 625
DeKalb, IL 60115
815/753-0261

Region III

Nan Spalding
100 N. 1st St.
Springfield
IL 62777
217/782-4742

Region IV

Jerry Foster
3 Henson Place
Champaign
IL 61820
217/333-6770

Region V

Richard Haney
State Office Building
601 North 18th Street
Mt. Vernon, IL 62864
618/242-1676

APPENDIX C.

WORKSHOP AGENDA

(REVISED AGENDA)

ILLINOIS OFFICE OF EDUCATION

INSERVICE SEMINAR

SPRINGFIELD, ILLINOIS
FORUM XXX
JULY 11-15, 1977

LEA SERVICES DEPARTMENT
ILLINOIS OFFICE OF EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, ILLINOIS 62777

JOSEPH M. CRONIN, STATE SUPERINTENDENT

NELSON F. ASHLINE, EXECUTIVE DEPUTY SUPERINTENDENT

PRESENTING CONSULTANTS

Robert Archibald
Janice Baker
Ann Bennett
Dave Crandall
Ruth Emory
Charles Mojkowski
Matilda Butler Paisley
William Paisley
Ralph Parrish
René Pino
Lou Rubin
Alan Sinclair
Bill Ward
Sheila Smith

EVALUATION CONSULTANTS

Sharon Koenigs
Dane Manis

LEA SERVICES DEPARTMENT

Manager - E. L. "Bud" Grossner

STAFF DEVELOPMENT CONSULTANTS

Cliff Erwin
Carl Gasaway

ILLINOIS RESOURCE AND DISSEMINATION NETWORK COORDINATOR

Carol Reisinger

Monday, July 11, 1977

TIME	SESSION	PRESENTER	ROOM
1:00	Introduction	Bud Grossner	Apollo-Mezzanine
1:15	Stage Setting Global Emphasis	Bob Archibald	Apollo-Mezzanine
1:45	Agency Emphasis Philosophy/Stance/ Commitment	Nelson Ashline	Apollo-Mezzanine
2:45	Break		Apollo-Mezzanine
3:00	Week's Activity Emphasis	Rene Pino	Apollo-Mezzanine
4:30	Break		
5:00	Social Event		Vista South A, B, & C

Tuesday, July 12, 1977

8:30	Awareness Sessions		
	Group A Design/Planning	Ann Bennett	Century-Mezzanine
	Group B Entry/Intervention	René Pino	Patio East-Lower Level
	Group C Diagnostic Skills	Ruth Emory	Patio West-Lower Level
	Group D Group Facilitation	Ralph Parrish	Arcade-Lower Level
	Group E Problem Solving	Alan Sinclair	Room 1-28th Floor
10:00	Break		Lobby Area-Lower Level
10:30	Awareness Sessions		
	Group A Resource Utilization	Ann Bennett	Century-Mezzanine
	Group B Power/Influence	Bill Ward	Patio East-Lower Level
	Group C Communications	William and Matilda Butler Paisley	Patio West-Lower Level
	Group D Conflict Management/ Utilization	Dave Crandall	Arcade-Lower Level
	Group E Evaluation Skills	Janice Baker	Room 1-28th Floor

TIME	SESSION	PRESENTER	ROOM
12:00	Lunch		
1:30	Awareness Sessions		
	Group A Evaluation Skills	Janice Baker	Room 1-28th Floor
	Group B Design/Planning	Ann Bennett	Century-Mezzanine
	Group C Entry/Intervention	René Pino	Patio East-Lower Level
	Group D Diagnostic Skills	Ruth Emory	Patio West-Lower Level
	Group E Group Facilitation	Ralph Parrish	Arcade-Lower Level
3:00	Break		Lobby Level-Lower Level
3:30	Awareness Sessions		
	Group A Problem Solving	Alan Sinclair	Room 1-28th Floor
	Group B Resource Utilization	Ann Bennett	Century-Mezzanine
	Group C Power/Influence	Bill Ward	Patio East-Lower Level
	Group D Communications	William and Matilda Butler Paisley	Patio West-Lower Level
	Group E Conflict Management Utilization	Dave Crandall	Arcade-Lower Level

Wednesday, July 13, 1977

8:30	Awareness Sessions		
	Group A Conflict Management Utilization	Dave Crandall	Vista North (A) - 29th Floor
	Group B Evaluation Skills	Janice Baker	Vista North (B) - 29th Floor
	Group C Design/Planning	Ann Bennett	Vista North (C) - 29th Floor
	Group D Entry/Intervention	René Pino	Vista South (A) - 29th Floor
	Group E Diagnostic Skills	Ruth Emory	Vista South (B) - 29th Floor
10:00	Break		Vista North (A) & (B)

TIME	SESSION	PRESENTER	ROOM
10:15	Awareness Sessions		
	Group A Group Facilitation	Ralph Parrish	Vista North (A) - 29th Floor
	Group B Problem Solving	Alan Sinclair	Vista North (B) - 29th Floor
	Group C Resource Utilization	Ann Bennett	Vista North (C) - 29th Floor
	Group D Power/Influence	Bill Ward	Vista South (A) - 29th Floor
	Group E Communications	William and Matilda Butler Paisley	Vista South (B) - 29th Floor
11:45	Lunch Dr. Cronin's Address		Apollo
1:30	Awareness Sessions		
	Group A Communications	William and Matilda Butler Paisley	Vista South (B) - 29th Floor
	Group B Conflict Management/Utilization	Dave Crandall	Vista North (A) - 29th Floor
	Group C Evaluation Skills	Janice Baker	Vista North (B) - 29th Floor
	Group D Design/Planning	Ann Bennett	Vista North (C) - 29th Floor
	Group E Entry/Intervention	René Pino	Vista South (A) - 29th Floor
3:00	Break		
3:30	Awareness Sessions		
	Group A Diagnostic Skills	Ruth Emory	Vista South (B) - 29th Floor
	Group B Group Facilitation	Sheila Smith	Vista North (A) - 29th Floor
	Group C Problem Solving	Alan Sinclair	Vista North (B) - 29th Floor
	Group D Resource Utilization	Ann Bennett	Vista North (C) - 29th Floor
	Group E Power/Influence	Bill Ward	Vista South (A) - 29th Floor

Thursday, July 14, 1977

TIME	SESSION	PRESENTER	ROOM
8:30	Awareness Session		
	Group A Power/Influence	Bill Ward	Vista South (A) - 29th Floor
	Group B Communications	William and Matilda Butler Paisley	Vista South (B) - 29th Floor
	Group C Conflict Management/Utilization	Dave Crandall	Vista North (A) - 29th Floor
	Group D Evaluation Skills	Janice Baker	Vista North (B) - 29th Floor
	Group E Design/Planning	Ann Bennett	Vista North (C) - 29th Floor
10:00	Break		Vista North (A) & (B)
10:30	Awareness Sessions		
	Group A Entry/Intervention	René Pino	Vista South (A) - 29th Floor
	Group B Diagnostic Skills	Ruth Emory	Vista South (B) - 29th Floor
	Group C Group Facilitation		Vista North (A) - 29th Floor
	Group D Problem Solving	Alan Sinclair	Vista North (B) - 29th Floor
	Group E Resource Utilization	Ann Bennett	Vista North (C) - 29th Floor
12:00	Lunch		
1:30	Dissemination/Diffusion/ Linkage/Management	Charlie Mojkowski	Vista North (A)&(B)
3:00	Break		Vista North (A)&(B)
3:30	Dissemination/Diffusion Linkage/Management	Charlie Mojkowski	Vista North (A)&(B)
4:30	Wrap-Up and Feedback	Bob Archibald	Vista North (A)&(B)
7:30	Social Event		Century-Mezzanine

TIME	SESSION	PRESENTER	ROOM
	Friday, July 15, 1977		
8:30	Coffee		
8:45	Process Session - presenters and participants on Panel	Lou Rubin - Moderator	Apollo-Mezzanine
10:15	Wrap-Up Evaluation	Bud Grossner Bob Archibald	Apollo-Mezzanine
11:00	Team Meeting - Staff members will use data from their Individual Skills Profile to rank the ten skill awareness sessions in order of priority.		Vista North (A), (B)& (C) Vista South (A)&(B)

Follow-up training sessions to this seminar will be arranged for LEA Services Department staff members by Staff Development Personnel.

For more information, call Carl Gasaway (217/782-2927) or Cliff Erwin (217/782-7547) or write to the following address:

Program Planning and Development
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

rg 3/4

APPENDIX D.

SELF-ASSESSMENT INVENTORY

LEA SERVICES DEPARTMENT

KNOWLEDGE AND SKILLS

SELF-ASSESSMENT INVENTORY

PREPARED BY STAFF DEVELOPMENT

CARL GASAWAY AND CLIFF ERWIN

Program Planning And Development

Illinois Office of Education

100 North First Street

Springfield, Illinois 62777

KNOWLEDGE AND SKILLS
SELF-ASSESSMENT INVENTORY

NAME

TEAM

DATE

This inventory is designed to stimulate your thinking about and assist you in assessing your level of knowledge and skill development necessary for consulting with adminstrators, teachers and other school personnel.

DEFINITIONS

Please refer to the following working definitions when responding to each activity.

CONSULTING is the process of working with clients in a manner which focuses on the relationships and events which occur when people are working on a task. The stance is primarily that of facilitating and assisting clients as they identify needs or issues and seek solutions.

KNOWLEDGE is the particular existing (present) range of one's information or acquaintance with facts.

SKILL is the ability to use one's knowledge effectively and readily in the execution or performance of some action.

INSTRUCTIONS

This instrument is designed to assist you in assessing your current level of knowledge and skill development in 10 areas.

Each skill is defined and includes a rating scale with values of 1 through 6. Each value is defined below:

A. Scale Values

1. None. No understanding of the concept whatsoever or totally unable to perform the action.

2. Very Low. Have enough understanding to participate quietly and usefully observe in situations.

3. Low. Have enough understanding and capability to follow the lead of others and support others.

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4. Moderate. Have enough understanding and capability to actively contribute in average pressure situations.

5. High. Have enough understanding and capability to function alone in an effort without support from others.

6. Very High. Have enough understanding and capability to lead/teach others in an effort.

B. After you have received clarity of the above definitions, please respond to each activity in all 10 skill areas by circling the scale number (value) that best describes your knowledge and skill level.

C. After you have responded to the specific activities of all 10 skill areas, compute the composite rating for each area. This can be accomplished by using an arithmetic average.

D. Transfer the average rating for each of the 10 skill areas to the individual profile sheet. Retain these forms for later use.

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ILLINOIS OFFICE OF EDUCATION - LEA SERVICES DEPARTMENT

SKILL AREA 1

COMMUNICATION SKILLS - Those listening and speaking skills which a consultant uses in all phases of working with administrators, teachers and other LEA personnel.

Please rate your level of knowledge and skill in each of the following areas/activities:

	ACTIVITY	KNOWLEDGE (Do I Know What to Do?)	SKILL (How Well Can I Do It?)
1.	Listening attentively	1 2 3 4 5 6	1 2 3 4 5 6
2.	Paraphrasing to ensure understanding of what others are saying	1 2 3 4 5 6	1 2 3 4 5 6
3.	Checking out for clarity and understanding by client	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying patterns of communication (norms, one- and two- way communication, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying non-verbal cues	1 2 3 4 5 6	1 2 3 4 5 6
6.	Giving and receiving feedback	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 2

ENTRY/INTERVENTION SKILLS - Conscious behavior by a consultant which helps an individual or group to move in a specific direction.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Establishing rapport and credibility	1 2 3 4 5 6	1 2 3 4 5 6
2.	Setting a conducive environment (climate)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Clarifying my role as a consultant	1 2 3 4 5 6	1 2 3 4 5 6
4.	Collecting data to determine need for service	1 2 3 4 5 6	1 2 3 4 5 6
5.	Deciding whether to continue or to negotiate a new resource for provision of service	1 2 3 4 5 6	1 2 3 4 5 6
6.	Finalize mutual expectations and commitments	1 2 3 4 5 6	1 2 3 4 5 6
7.	Translating an issue into a problem statement for the client	1 2 3 4 5 6	1 2 3 4 5 6
8.	Pointing out that a client/group is attending to several problems simultaneously rather than sticking to one problem at a time	1 2 3 4 5 6	1 2 3 4 5 6
9.	Point how the client/group utilizes its resources	1 2 3 4 5 6	1 2 3 4 5 6

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	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
10.	Pointing out dysfunctional behaviors which keep the group from achieving a cohesive working relationship	1 2 3 4 5 6	1 2 3 4 5 6
11.	Verbally reinforcing client/group behaviors such as gatekeeping, agenda building, etc.	1 2 3 4 5 6	1 2 3 4 5 6
12.	_____	1 2 3 4 5 6	1 2 3 4 5 6
13.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 3

DIAGNOSTIC SKILLS - (The consultant acts as a process observer) - Those skills which enable a consultant to assess a situation so that he/she can make appropriate interventions to aid the client(s).

Please indicate your level of knowledge and skill in each of the following areas/activiti

Note: This section is based upon the assumption that the consultant will describe his/he role to the group prior to providing service.

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Observing and analyzing leader-ship styles	1 2 3 4 5 6	1 2 3 4 5 6
2.	Observing and analyzing decision making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Observing and analyzing how internal resources are utilized	1 2 3 4 5 6	1 2 3 4 5 6
4.	Determining when the use of specific assessment instruments (surveys, teacher methodology, morale, etc.) is appropriate	1 2 3 4 5 6	1 2 3 4 5 6
5.	Observing and analyzing group norms	1 2 3 4 5 6	1 2 3 4 5 6
6.	Observing and analyzing the group's overall effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 4

GROUP FACILITATING SKILLS - (The consultant acts as a facilitator while the group functions) - Those skills which enable a consultant to help a group identify its blocking and promoting forces, its problem-solving techniques and its other processes.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Helping groups to identify issues (task vs. relationship)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Helping groups to clarify decision-making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Helping groups to analyze leadership styles	1 2 3 4 5 6	1 2 3 4 5 6
4.	Helping groups to deal with group pressure, conformity, and influence	1 2 3 4 5 6	1 2 3 4 5 6
5.	Helping groups to deal with conflict	1 2 3 4 5 6	1 2 3 4 5 6
6.	Helping groups to identify and deal with hidden agendas	1 2 3 4 5 6	1 2 3 4 5 6
7.	Helping groups to utilize their individual resources	1 2 3 4 5 6	1 2 3 4 5 6
8.	Helping groups to evaluate their task effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 5

PROBLEM SOLVING - Those skills which a consultant uses to help his/her client(s) eliminate or cope with a situation identified as a problem.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Identifying problems clearly and specifically	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using brainstorming techniques	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using Force Field Analysis	1 2 3 4 5 6	1 2 3 4 5 6
5.	Generating solutions and determining implications	1 2 3 4 5 6	1 2 3 4 5 6
6.	Planning for action (Implementation)	1 2 3 4 5 6	1 2 3 4 5 6
7.	Conducting evaluation	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 6

INFLUENCE - The ability of one person to affect the attitude, behaviors or ideas of others
POWER - The ability of one person to control the behavior of another person by reason of position or authority.

Please indicate your level of knowledge and skill in each of the following areas/activitie

	ACTIVITY	KNOWLEDGE (Do I Know What to Do?)	SKILL (How Well Can I Do It?)
1.	Identifying my own style of influencing and my need to influence	1 2 3 4 5 6	1 2 3 4 5 6
2.	Being aware of game-playing	1 2 3 4 5 6	1 2 3 4 5 6
3.	Assessing group norms	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying congruence of intentions and actions	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying nonverbal behaviors that influence others	1 2 3 4 5 6	1 2 3 4 5 6
6.	Understanding and helping the client(s) to understand power bases	1 2 3 4 5 6	1 2 3 4 5 6
7.	Coping with and helping the client(s) to cope with feelings of power and powerlessness	1 2 3 4 5 6	1 2 3 4 5 6
8.	Diagnosing and helping client(s) to diagnose power struggles	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

DESIGN SKILLS - The skills of putting together necessary components and sequencing them in a logical flow to meet a client's need for a particular service.

Please indicate your level of knowledge and skill in each of the following areas/activ

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It
1.	Understanding the need to involve various groups (teachers, students, community members, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Identifying goals	1 2 3 4 5 6	1 2 3 4 5 6
4.	Prioritizing	1 2 3 4 5 6	1 2 3 4 5 6
5.	Understanding the relationship among components of the planning process	1 2 3 4 5 6	1 2 3 4 5 6
6.	Budgeting/Accounting	1 2 3 4 5 6	1 2 3 4 5 6
7.	Planning Programs	1 2 3 4 5 6	1 2 3 4 5 6
8.	Planning evaluation strategies	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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RESOURCE UTILIZATION - The process of using those knowledges and skills available to a consultant in the form of personnel, materials, time and money to help his/her client(s) solve problems.

Please indicate your level of knowledge and skill in each of the following areas/activitie

	ACTIVITIY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Diagnosing information and resource needs of clients that cannot be met with internal-to-client resources	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using systematic procedures and established channels to bring resources to clients (retrieval skills)	1 2 3 4 5 6	1 2 3 4 5 6
	a. Using internal agency resources (PP&D, IRDN, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
	b. Using external resources (universities, professional organizations, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using knowledge transformation skills	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using adaptation/ modification skills and understandings	1 2 3 4 5 6	1 2 3 4 5 6
5.	_____	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 9

CONFLICT MANAGEMENT/UTILIZATION - The use of conflict situations as a source of learn for the consultant to become more effective in worki with individuals and groups within the LEA's.

Please indicate your level of knowledge and skill in each of the following areas/activ

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It
1.	Understanding basic causes of conflicts	1 2 3 4 5 6	1 2 3 4 5 6
2.	Diagnosing conflict situations	1 2 3 4 5 6	1 2 3 4 5 6
3.	Identifying alternative ways of coping with conflict	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using third-party conflict resolution	1 2 3 4 5 6	1 2 3 4 5 6
5.	_____	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 10

EVALUATION SKILLS - Those skills which enable a consultant to determine the quality of his/her task and relational efforts with clients.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Using formative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using summative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Documenting evaluation results	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using evaluation results in decision-making	1 2 3 4 5 6	1 2 3 4 5 6
5.	Planning/designing evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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DATE _____

TEAM _____

INDIVIDUAL SKILLS PROFILE

	COMMUNICATION SKILLS	ENTRY/INTERVENTION SKILLS	DIAGNOSTIC SKILLS	GROUP FACILITATING SKILLS	PROBLEM SOLVING	POWER/INFLUENCE SKILLS	DESIGN/PLANNING SKILLS	RESOURCE UTILIZATION SKILLS	CONFLICT MGMT UTILIZATION SKILLS	EVALUATION SKILLS
PRIORITY										
KNOWLEDGE 6										
KNOWLEDGE 5										
KNOWLEDGE 4										
KNOWLEDGE 3										
KNOWLEDGE 2										
KNOWLEDGE 1										
PRIORITY										
SKILL 6										
SKILL 5										
SKILL 4										
SKILL 3										
SKILL 2										
SKILL 1										

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INDIVIDUAL SKILLS PROFILE
PRIORITY SHEET

_____
NAME

_____
TEAM

_____
DATE

Instructions: Prioritize the ten consultant skill areas based on your need for additional knowledge or skill development in each area.

	KNOWLEDGE	SKILL
Priority #1	_____	_____
Priority #2	_____	_____
Priority #3	_____	_____
Priority #4	_____	_____
Priority #5	_____	_____
Priority #6	_____	_____
Priority #7	_____	_____
Priority #8	_____	_____
Priority #9	_____	_____
Priority #10	_____	_____

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APPENDIX E.

OUTLINE OF SKILL CLUSTERS

SKILL AREA 1

COMMUNICATION SKILLS - Those listening and speaking skills which a consultant uses in all phases of working with administrators, teachers and other LEA personnel.

ACTIVITY

1. Listening attentively
2. Paraphrasing to ensure understanding of what others are saying
3. Checking out for clarity and understanding by client
4. Identifying patterns of communication (norms, one- and two- way communication, etc.)
5. Identifying non-verbal cues
6. Giving and receiving feedback

SKILL AREA 2

ENTRY/INTERVENTION SKILLS - Conscious behavior by a consultant which helps an individual or group to move in a specific direction.

ACTIVITY

1. Establishing rapport and credibility
2. Setting a conducive environment (climate)
3. Clarifying my role as a consultant
4. Collecting data to determine need for service
5. Deciding whether to continue or to negotiate a new resource for provision of service
6. Finalizing mutual expectations and commitments
7. Translating an issue into a problem statement for the client
8. Pointing out that a client/group is attending to several problems simultaneously rather than sticking to one problem at a time
9. Pointing out how the client/group utilizes its resources
10. Pointing out dysfunctional behaviors which keep the group from achieving a cohesive working relationship
11. Verbally reinforcing client/group behaviors such as gatekeeping, agenda building, etc.

SKILL AREA 3

DIAGNOSTIC SKILLS - (The consultant acts as a process observer) - Those skills which enable a consultant to assess a situation so that he/she can make appropriate interventions to aid the client(s).

ACTIVITY

1. Observing and analyzing leadership styles
2. Observing and analyzing decision making modes
3. Observing and analyzing how internal resources are utilized
4. Determining when the use of specific assessment instruments (surveys, teacher methodology, morale, etc.) is appropriate
5. Observing and analyzing group norms
6. Observing and analyzing the group's overall effectiveness

SKILL AREA 4

GROUP FACILITATING SKILLS - (The consultant acts as a facilitator while the group functions) - Those skills which enable a consultant to help a group identify its blocking and promoting forces, its problem-solving techniques and its other processes.

ACTIVITY

1. Helping groups to identify issues (task vs. relationship)
2. Helping groups to clarify decision-making modes
3. Helping groups to analyze leadership styles
4. Helping groups to deal with group pressure, conformity, and influence
5. Helping groups to deal with conflict
6. Helping groups to identify and deal with hidden agendas
7. Helping groups to utilize their individual resources
8. Helping groups to evaluate their task effectiveness

SKILL AREA 5

PROBLEM SOLVING - Those skills which a consultant uses to help his/her client(s) eliminate or cope with a situation identified as a problem.

ACTIVITY

1. Identifying problems clearly and specifically
2. Using assessment techniques
3. Using brainstorming techniques
4. Using Force Field Analysis
5. Generating solutions and determining implications
6. Planning for action (Implementation)
7. Conducting evaluation

SKILL AREA 6

INFLUENCE - The ability of one person to affect the attitude, behaviors or ideas of others

POWER - The ability of one person to control the behavior of another person by reason of position or authority.

ACTIVITY

1. Identifying my own style of influencing and my need to influence
2. Being aware of game-playing
3. Assessing group norms
4. Identifying congruence of intentions and actions
5. Identifying nonverbal behaviors that influence others
6. Understanding and helping the client(s) to understand power bases
7. Coping with and helping the client(s) to cope with feelings of power and powerlessness
8. Diagnosing and helping client(s) to diagnose power struggles

SKILL AREA 7

DESIGN SKILLS - The skills of putting together necessary components and sequencing them in a logical flow to meet a client's need for a particular service.

ACTIVITY

1. Understanding the need to involve various groups (teachers, students, community members, etc.)
2. Using assessment techniques
3. Identifying goals
4. Prioritizing
5. Understanding the relationship among components of the planning process
6. Budgeting/Accounting
7. Planning Programs
8. Planning evaluation strategies

SKILL AREA 8

RESOURCE UTILIZATION - The process of using those knowledges and skills available to a consultant in the form of personnel, materials, time and money to help his/her client(s) solve problems.

ACTIVITY

1. Diagnosing information and resource needs of clients that cannot be met with internal-to-client resources
2. Using systematic procedures and established channels to bring resources to clients (retrieval skills)
   a. Using internal agency resources (Program Planning and Development, Illinois Resource Dissemination Network, etc.)
   b. Using external resources (universities, professional organizations, etc.)
3. Using knowledge transformation skills
4. Using adaption/modification skills and understandings

SKILL AREA 9

CONFLICT MANAGEMENT/UTILIZATION - The use of conflict situations as a source of learning for the consultant to become more effective in working with individuals and groups within the LEA's.

ACTIVITY

1. Understanding basic causes of conflicts
2. Diagnosing conflict situations
3. Identifying alternative ways of coping with conflict
4. Using third-party conflict resolution

SKILL AREA 10

EVALUATION SKILLS - Those skills which enable a consultant to determine the quality of his/her task and relational efforts with clients.

ACTIVITY

1. Using formative evaluation techniques
2. Using summative evaluation techniques
3. Documenting evaluation results
4. Using evaluation results in decision-making
5. Planning/designing evaluation techniques

APPENDIX F

DISSEMINATION/DIFFUSION/LINKAGE/MANAGEMENT: HANDOUTS

ASSESSING YOUR WORK

One of the major problems with your job as a "linkage agent" is trying to figure out if it's working and what impact you are having on your clients or on the school or school district. Clearly, what we need are some reasonable "indicators of success."

Indicators can be either qualitative or quantitative. They should be measurable in some way. Indicators can relate to process (your activities) and product (your accomplishments).

Identify and explain indicators of success for your job. Indicate how they relate to your work and how they might be measured.

ADDITIONAL TRAINING NEEDS

While the awareness sessions have provided information covering several skill and knowledge areas, it is likely that some areas have not been covered. Given what you understand the needs of your job to be, try to identify additional training needs.

For each need you identify, provide a brief definition or explanation of what it is. Also provide a rationale for its importance to your job.

Here are some suggestions which can be used for starters:

Managing time

Using data and statistics

Working with community groups

Developing proposals

Intrepreting research outcomes.

Who Are You Serving?

There are many types of "clients" who could be served by Program Service Team members. A problem is that it is not possible to serve everyone and decisions need to be made concerning those clients who will be the focus of the PST services.

The task for this group is to identify those client groups that should be the target audiences for PST efforts. In identifying these audiences, the group should address, at a minimum, the following questions.

a) What are the various groups of clients who might be served?

b) Are some types of clients more appropriate to serve than others?

c) Why serve some group(s) and not others?

d) What is a reasonable number of clients for one person to serve? Why?

ASSESSING SUPPORT NEEDS

All or most of you have been working in the field for a short time and have a good idea of what the job is all about. The awareness sessions may have provided you with some additional perspectives on the role.

Given your understanding of the role, what kinds of support could you use in doing your job better? What specific resources could you use to support your work?

In identifying these needs, be as specific as possible in explaining them. Be sure to provide a rationale for why they are needed and an explanation of how the resources would be used.

Finally, don't be afraid to be idealistic!

ASSESSING SUPPORT NEEDS

All or most of you have been working in the field for a short time and have a good idea of what the job is all about. The awareness sessions may have provided you with some additional perspectives on the role.

Given your understanding of the role, what kinds of support could you use in doing your job better? What specific resources could you use to support your work?

In identifying these needs, be as specific as possible in explaining them. Be sure to provide a rationale for why they are needed and an explanation of how the resources would be used.

Finally, don't be afraid to be idealistic!

APPENDIX G

BIBLIOGRAPHIC SKETCHES OF CONSULTANTS

CONSULTANTS FOR ILLINOIS OFFICE OF EDUCATION SEMINAR
July 11 - 15, 1977

ROBERT D. ARCHIBALD, Ph. D., (University of Utah), is Director of the Counseling and Consultation Service and Adjunct Assistant Professor of Psychology in Higher Education at the Ohio State University. He has served as a consultant to numerous educational and community institutions including the Illinois Office of Education. His professional interests include the nature of adoptive organizations in changing environments and the development sequences and stages of persons through critical transition and learning periods. Among his more than 20 publications and papers are: "The Anatomy of Change" and "Balancing the Critical Variables in Professional Organizations."

JANICE BAKER, Ph. D., (University of Connecticut), is the Acting Coordinator for Statewide Assessment and Operations Planning for the Rhode Island State Department of Education. Her early experience includes classroom teaching. During the past several years, she has been an administrator and consultant in the areas of assessment and planning. Her publications and papers include: "Report and Recommendations: Interstate Project on Dissemination," "Local Planning and Assessment," and "Discrepancy Evaluation."

ANN A. BENNETT, Ed. D., (North Texas State University), is a coordinator of diffusion and dissemination projects for the Region 10 Educational Service Center in Richardson, Texas. In addition to earlier classroom experience, she has most recently been engaged in many phases of dissemination and diffusion as a coordinator and consultant. Her publications include: "A Training Manual for Educational Information Consultants" and "The MOD Book: A Model of Dissemination."

DAVID P. CRANDALL, Ed. D., (University of Massachusetts at Elmhurst), is Executive Director of the Network of Innovative Schools, Inc., Merrimac, Massachusetts. The Network is a linking agency founded to help schools better utilize available resources in systematic program improvement efforts. His responsibilities also include serving as director of such projects as: The Consortium: A Nationwide Program Linking Schools to Reading Resources, Massachusetts Diffusion Assistance Project, and the Management Collaborative, a 15-month performance-based management training for administrators. He has served as a consultant for several state and national agencies in developing dissemination efforts. His more than 15 publications address dissemination, diffusion, and linkage processes.

RUTH P. EMORY, M. A., (University of Chicago), is an associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon. Her experience includes teaching, administration of church-related programs, and development of teacher competencies program. Her publications include: "Interpersonal Influence" and "Preparing Educational Training Consultants, PETC in three levels (with R. F. Pino)."

SHARON KOENIGS, Ph. D., (Washington University), is Research Coordinator for the Regional Information Project for CEMREL, Inc., St. Louis, Missouri. In addition to teaching experience at the elementary and university level, she has been engaged in research, development, and evaluation activities. Her publications and papers focus on beliefs and perceptions as factors affecting relationships.

DANE MANIS, M. A., (Ph. D. Candidate, Washington University), is Director of the Regional Information Exchange Project for CEMREL, Inc., St. Louis, Missouri. In addition to earlier classroom and supervisory experience, he most recently has been engaged as a consultant in planning and evaluation activities with CEMREL. His publications, papers, and reports focus on the planning and evaluation processes.

CHARLES MOJKOWSKI, Ed. D., (Boston University), is Director of the Educational Consulting Service in Providence, Rhode Island. His earlier experience includes both teaching and administration at both elementary and secondary levels. During his seven years' experience with the Rhode Island State Department of Education, he was director of the Statewide Dissemination and Testing Programs. He has served as a consultant and resource to numerous state and federal agencies including the National Institute of Education and the United States Office of Education. He has published individually or participated in preparing numerous publications and reports relating to dissemination, diffusion, and linkage.

MATILDA BUTLER PAISLEY, Ph. D., (Northwestern University), is a senior research scientist and Director of Applied Communication Research, Inc. She has experience in teaching, administration, research and consulting. Among her more than 45 publications and papers are: "Social and Psychological Predictors and Information Seeking" and "Educational Innovation: Substance and Process."

WILLIAM PAISLEY, Ph. D., (Stanford University), is an associate professor of communication at Stanford University. His teaching and research focuses on information systems in education and other areas in knowledge production and utilization. Among his more than 35 publications and papers are: "Communication for Change in Education: Educational Linkage in the 1970's" and "An Emerging System for Educational Production and Utilization in the United States."

RALPH PARRISH, M. Ed., (Doctoral Candidate Kansas University), is an administrator in the Educational Development and Improvement Section with the Kansas Department of Education. His activities include working with the Kansas Education, Diffusion, and Dissemination System. His earlier experience includes teaching and administration at both elementary and high school levels. In addition, he has several years' experience at the university level. More recently he has been engaged in consulting activities with several state and federal programs which focus on diffusion, dissemination, and linkage.

RENÉ F. PINO, M. A., (Teachers College, Columbia University), is an associate in the Training for Dissemination Project, Northwest Regional Education Laboratory, Portland, Oregon. His experience includes teaching, administration of church-related programs, and development of Teacher Competencies program. His publications include: "Interpersonal Influence" and "Preparing Educational Training Consultants, PETC in three levels (with R. P. Emory)."

LOUIS J. RUBIN, Ph. D., (University of California), is a professor in the College of Education at the University of Illinois. He has a wide range of experience as a teacher, administrator, author, and consultant. He has addressed educational change in over 75 publications and papers including: "Fact and Fiction in Innovation Dissemination," "Installing an Innovation," and "An Approach to Educational Change."

ALAN SINCLAIR, Ed. D., (Boston University), is an administrator of the Learning Center for Staff Development and State Facilitation in the Rhode Island Department of Education. In addition, he has served as a consultant for numerous state and federal projects. His publications include: "Alternate Learning Center Abstracts of Inservice Training" and "The Teacher as a Client of Training."

WILLIAM T. WARD, Ed. D., (University of Oregon), is a Senior Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon. His experience includes teaching and administration in universities. For the past several years, he has been engaged in dissemination and linkage activities. His publications include: "Providing Organizational Development Skills (PODS): A Combined Training Program" and "The State Department of Education as a Change Agent."

APPENDIX H

RESTAURANT LIST

RESTAURANTS NEAR THE FORUM 30

Name	Address	Distance
Conn's Cafeteria	513 E. Monroe	5 Blocks
Country Fair	521 E. Monroe	5 Blocks
Hardee's	217 S. 5th	4 Blocks
Maldaner's	222 S. 6th	4 Blocks
Saputo's	801 E. Monroe	2 Blocks
Sazarac's	229 S. 6th	3 Blocks
Steak and Shake	210 S. 6th	4 Blocks
Sub Factory	10 S. Old Capitol Plaza	4 Blocks
Thrifty Drug	229 S. 5th Street	4 Blocks

APPENDIX I

SCHEDULE OF STAFF MEETINGS

IOE INSERVICE SEMINAR
July 11-15, 1977
TRAINING STAFF MEETINGS

July 11 - 11: a.m. - noon Arcade Room, Lower Level

5:00 p.m. - Arcade Room, Lower Level

July 12 - 5:15 p.m. - Arcade Room, Lower Level

July 13 - 5:15 p.m. - Vista-South B, 29th Floor

July 14 - 5:15 p.m. - Vista-South B, 29th Floor

July 15 - 1:00 - 2:00 p.m. - Vista-North C, 29th Floor

APPENDIX J

INDIVIDUAL SKILLS PROFILE PRIORITY SHEET

INDIVIDUAL SKILLS PROFILE
PRIORITY SHEET

NAME

TEAM

DATE

Instructions: List the ten consultant skill areas based on your need for additional knowledge or skill development during FY 1978:

	KNOWLEDGE	SKILL
Priority #1		
Priority #2		
Priority #3		
Priority #4		
Priority #5		
Priority #6		
Priority #7		
Priority #8		
Priority #9		
Priority #10		

rg 3/6

APPENDIX K

EVALUATION SCHEDULE

Evaluation Schedule
Linkage Training Awareness Workshop
July 11 - July 15, 1977

1. Monday

9:30	Set up sound equipment with Jim Grubbs (Apollo Room)
1:00 - 1:15 1:15 - 1:45 1:45 - 2:45 3:00 - 4:30	Tape large group sessions

2. Tuesday

8:00	Distribute participant evaluation forms Sharon - A,B,C (A.B., R.P., R.E.) Dane - D,E (R.Par., A.S.)
8:30 - 10:00 Session 1	Tape Design/Planning (A.B.) - Sharon (A) Tape Entry/Intervention (R.P.) - Dane (B) Collect handouts Collect evaluation forms (same schedule as distribution)
10:15	Distribute participant evaluation forms Sharon - A,B,C (A.B., B.W., B.P.) Dane - D,E (D.C., J.B.)
10:30 - 12:00 Session 2	Tape Resource Utiliz.(A.B.) - Sharon (A) Tape Power/Influence (B.W.) - Dane (B) Collect handouts Collect evaluation forms (same schedule as distribution)
1:15	Distribute participant evaluation forms Sharon - A,B,C(J.B.,A.B., R.P.) Dane - D,E (R.E., R.Par.)
1:30 - 3:00 Session 3	Tape Evaluation Skills(J.B.)-Sharon (A) Tape Design/Planning (A.B.) - Dane (B) Collect handouts Collect evaluation forms (same schedule as distribution)
3:15	Distribute participant evaluation forms Sharon - A,B,C (A.S., A.B., B.W.) Dane - D,E (B.P., D.C.)
3:30 - 5:00 Session 4	Tape Problem Solving (A.S.) - Sharon (A) Tape Communication (B.P.) - Dane (D) Collect handouts Collect evaluation forms (same schedule as distribution)

3. Wednesday

8:00	Distribute participant evaluation forms Sharon - A,B,C (D.C., J.B., A.B.) Dane - D,E (R.P., R.E.)
8:30 - 10:00 Session 5	Tape Conflict Management (D.C.) - Sharon (A) Tape Diagnostic Skills (R.E.) - Dane (E) Collect handouts Collect evaluation forms (same schedule as distribution)
10:05	Distribute participant evaluation forms Sharon - A,B,C (R.Par., A.S., A.B.) Dane - D,E (B.W., B.P.)
10:15 - 11:15 Session 6	Tape Group Facilitation (R.Par.) - Sharon (A) Tape Problem Solving (A.S.) - Dane (B)
11:45 - 1:00	Tape Large Group Session
1:15	Distribute participant evaluation forms Sharon - A,B,C (B.P., D.C., J.B.) Dane - D,E (A.B., R.P.)
1:30 - 3:00 Session 7	Tape Communications (B.P.) - Sharon (A) Tape Evaluation Skills(J.B.)-Dane (C) Collect handouts Collect evaluation forms (same schedule as distribution)
3:15	Distribute participant evaluation forms Sharon - A,B,C (R.E., S.S. , A.S.) Dane - D,E (A.B., B.W.)
3:30 - 5:00 Session 8	Tape Diagnostic Skills (R.E.) - Sharon (A) Tape Resource Utiliz.(A.B.) - Dane (D) Collect handouts Collect evaluation forms (same schedule as distribution)

4. Thursday

8:00	Distribute participant evaluation forms Sharon - A,B,C (B.W., B.P., D.C.) Dane - D,E (J.B., A.B.)
8:30 - 10:00 Session 9	Tape Power Influence (B.W.) - Sharon (A) Tape Conflict Management (D.C.) - Dane (C) Collect handouts Collect evaluation forms (same schedule as distribution)
10:15	Distribute participant evaluation forms Sharon - A,B,C (R.P., R.E., S.S.) Dane - D,E (A.S., A.B.)
10:30 - 12:00 Session 10	Tape Entry/Intervention (R.P.) - Sharon (A) Tape Group Facilitation (S.S.) - Dane (C) Collect handouts Collect evaluation forms (same schedule as distribution)
1:30 - 4:30	Tape large group session
5:00 - 6:30	Tape staff meeting

5. Friday

8:45 - 10:30	Tape large group session
10:30 - 11:00	Tape large group session
11:00 - 12:00	Distribute and collect workshop evaluation forms.

APPENDIX L

SKILL SESSION EVALUATION FORM

Skill Session
Evaluation Form

1. The presentation was:

A. ( ) ( ) ( ) ( ) ( )
Highly understandable — Not at all understandable

B. ( ) ( ) ( ) ( ) ( )
Greatly increased my knowledge of of the skill area — Provided no new knowledge of the skill area

C. ( ) ( ) ( ) ( ) ( )
Allowed enough time for questions and/or discussion — Allowed too little time for questions and/or discussion

2. As I reflect on this session, I am most pleased about:

3. As I reflect on this session, it would have been better for <u>me</u> if:

APPENDIX M

WORKSHOP EVALUATION FORM

_____IOE Participant

_____IOE Observer

_____Other (Please specify)

Workshop Evaluation
Participant Form

1. To what extent have the worksnop activities helped you to see concrete possibilities for training that will help you perform important linkage functions in your job?

( ) ( ) ( ) ( ) ( )
To a great extent — Not at all

2. To what extent have the workshop activities helped you to understand what the training for particular linkage skills might entail?

( ) ( ) ( ) ( ) ( )
To a great extent — Not at all

3. To what extent did the content of the skills presentations overlap?

( ) ( ) ( ) ( ) ( )
To a great extent — Not at all

4. To what extent have the workshop activities helped you to assess your own training needs?

( ) ( ) ( ) ( ) ( )
To a great extent — Not at all

5. To what extent did you find the format and organization of the workshop (schedule, sequence of events, etc.) suited to the workshop's purpose?

( )	( )	( )	( )	( )
To a great extent				Not at all

6. Based upon your understanding of the workshop objectives, to what extent do you feel that the objectives were achieved during this week?

( )	( )	( )	( )	( )
To a great extent				Not at all

7. Additional comments/suggestions:

APPENDIX N:

CONSULTING/LINKAGE
KNOWLEDGE AND SKILLS INVENTORY

CONSULTING/LINKAGE

KNOWLEDGE AND SKILLS INVENTORY

PREPARED BY STAFF DEVELOPMENT CONSULTANTS

CARL GASAWAY AND CLIFF ERWIN

JULY 1977

LEA SERVICES DEPARTMENT

ILLINOIS OFFICE OF EDUCATION

100 NORTH FIRST STREET

SPRINGFIELD, ILLINOIS 62777

KNOWLEDGE AND SKILLS
SELF-ASSESSMENT INVENTORY

NAME

TEAM

DATE

This inventory is designed to stimulate your thinking about and assist you in assessing your level of knowledge and skill development necessary for consulting with adminstrators, teachers and other school personnel.

DEFINITIONS

Please refer to the following working definitions when responding to each activity.

CONSULTING is the process of working with clients in a manner which focuses on the relationships and events which occur when people are working on a task. The stance is primarily that of facilitating and assisting clients as they identify needs or issues and seek solutions.

KNOWLEDGE is the particular existing (present) range of one's information or acquaintance with facts.

SKILL is the ability to use one's knowledge effectively and readily in the execution or performance of some action.

INSTRUCTIONS

This instrument is designed to assist you in assessing your current level of knowledge and skill development in 10 areas.

Each skill is defined and includes a rating scale with values of 1 through 6. Each value is defined below:

A. Scale Values

1. None. No understanding of the concept whatsoever or totally unable to perform the action.

2. Very Low. Have enough understanding to participate quietly and usefully observe in situations.

3. Low. Have enough understanding and capability to follow the lead of others and support others.

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4. Moderate. Have enough understanding and capability to actively contribute in average pressure situations.

5. High. Have enough understanding and capability to function alone in an effort without support from others.

6. Very High. Have enough understanding and capability to lead/teach others in an effort.

B. After you have received clarity of the above definitions, please respond to each activity in all 10 skill areas by circling the scale number (value) that best describes your knowledge and skill level.

C. After you have responded to the specific activities of all 10 skill areas, compute the composite rating for each area. This can be accomplished by using an arithmetic average.

D. Transfer the average rating for each of the 10 skill areas to the individual profile sheet. Retain these forms for later use.

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COMMUNICATION SKILLS - Those listening and speaking skills which a consultant uses in al phases of working with administrators, teachers and other LEA personnel.

Please rate your level of knowledge and skill in each of the following areas/activities:

	ACTIVITY	KNOWLEDGE (Do I Know What to Do?)	SKILL (How Well Can I Do It?)
1.	Listening attentively	1 2 3 4 5 6	1 2 3 4 5 6
2.	Paraphrasing to ensure understanding of what others are saying	1 2 3 4 5 6	1 2 3 4 5 6
3.	Checking out for clarity and understanding by client	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying patterns of communication (norms, one- and two- way communication, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying non-verbal cues	1 2 3 4 5 6	1 2 3 4 5 6
6.	Giving and receiving feedback	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 2

ENTRY/INTERVENTION SKILLS - Conscious behavior by a consultant which helps an individual or group to move in a specific direction.

Please indicate your level of knowledge and skill in each of the following areas/activit

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Establishing rapport and credibility	1 2 3 4 5 6	1 2 3 4 5 6
2.	Setting a conducive environment (climate)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Clarifying my role as a consultant	1 2 3 4 5 6	1 2 3 4 5 6
4.	Collecting data to determine need for service	1 2 3 4 5 6	1 2 3 4 5 6
5.	Deciding whether to continue or to negotiate a new resource for provision of service	1 2 3 4 5 6	1 2 3 4 5 6
6.	Finalize mutual expectations and commitments	1 2 3 4 5 6	1 2 3 4 5 6
7.	Translating an issue into a problem statement for the client	1 2 3 4 5 6	1 2 3 4 5 6
8.	Pointing out that a client/group is attending to several problems simultaneously rather than sticking to one problem at a time	1 2 3 4 5 6	1 2 3 4 5 6
9.	Pointing out how the client/group utilizes its resources	1 2 3 4 5 6	1 2 3 4 5 6

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	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
10.	Pointing out dysfunctional behaviors which keep the group from achieving a cohesive working relationship	1 2 3 4 5 6	1 2 3 4 5 6
11.	Verbally reinforcing client/group behaviors such as gatekeeping, agenda building, etc.	1 2 3 4 5 6	1 2 3 4 5 6
12.	_____	1 2 3 4 5 6	1 2 3 4 5 6
13.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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DIAGNOSTIC SKILLS - (The consultant acts as a process observer) - Those skills which enable a consultant to assess a situation so that he/she can make appropriate interventions to aid the client(s).

Please indicate your level of knowledge and skill in each of the following areas/activiti

Note: This section is based upon the assumption that the consultant will describe his/he role to the group prior to providing service.

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Observing and analyzing leader-ship styles	1 2 3 4 5 6	1 2 3 4 5 6
2.	Observing and analyzing decision making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Observing and analyzing how internal resources are utilized	1 2 3 4 5 6	1 2 3 4 5 6
4.	Determining when the use of specific assessment instruments (surveys, teacher methodology, morale, etc.) is appropriate	1 2 3 4 5 6	1 2 3 4 5 6
5.	Observing and analyzing group norms	1 2 3 4 5 6	1 2 3 4 5 6
6.	Observing and analyzing the group's overall effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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GROUP FACILITATING SKILLS - (The consultant acts as a facilitator while the group functions) - Those skills which enable a consultant to help a group identify its blocking and promoting forces, its problem-solving techniques and its other processes.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Helping groups to identify issues (task vs. relationship)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Helping groups to clarify decision-making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Helping groups to analyze leadership styles	1 2 3 4 5 6	1 2 3 4 5 6
4.	Helping groups to deal with group pressure, conformity, and influence	1 2 3 4 5 6	1 2 3 4 5 6
5.	Helping groups to deal with conflict	1 2 3 4 5 6	1 2 3 4 5 6
6.	Helping groups to identify and deal with hidden agendas	1 2 3 4 5 6	1 2 3 4 5 6
7.	Helping groups to utilize their individual resources	1 2 3 4 5 6	1 2 3 4 5 6
8.	Helping groups to evaluate their task effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 5

PROBLEM SOLVING - Those skills which a consultant uses to help his/her client(s) eliminat or cope with a situation identified as a problem.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Identifying problems clearly and specifically	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using brainstorming techniques	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using Force Field Analysis	1 2 3 4 5 6	1 2 3 4 5 6
5.	Generating solutions and determining implications	1 2 3 4 5 6	1 2 3 4 5 6
6.	Planning for action (Implementation)	1 2 3 4 5 6	1 2 3 4 5 6
7.	Conducting evaluation	1 2 3 4 5 6	1 2 3 4 5 6
8.	_____	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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INFLUENCE - The ability of one person to affect the attitude, behaviors or ideas of others
POWER - The ability of one person to control the behavior of another person by reason of position or authority.

Please indicate your level of knowledge and skill in each of the following areas/activitie

	ACTIVITY	KNOWLEDGE (Do I Know What to Do?)	SKILL (How Well Can I Do It?)
1.	Identifying my own style of influencing and my need to influence	1 2 3 4 5 6	1 2 3 4 5 6
2.	Being aware of game-playing	1 2 3 4 5 6	1 2 3 4 5 6
3.	Assessing group norms	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying congruence of intentions and actions	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying nonverbal behaviors that influence others	1 2 3 4 5 6	1 2 3 4 5 6
6.	Understanding and helping the client(s) to understand power bases	1 2 3 4 5 6	1 2 3 4 5 6
7.	Coping with and helping the client(s) to cope with feelings of power and powerlessness	1 2 3 4 5 6	1 2 3 4 5 6
8.	Diagnosing and helping client(s) to diagnose power struggles	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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DESIGN SKILLS - The skills of putting together necessary components and sequencing them in a logical flow to meet a client's need for a particular service.

Please indicate your level of knowledge and skill in each of the following areas/activitie

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Understanding the need to involve various groups (teachers, students, community members, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Identifying goals	1 2 3 4 5 6	1 2 3 4 5 6
4.	Prioritizing	1 2 3 4 5 6	1 2 3 4 5 6
5.	Understanding the relationship among components of the planning process	1 2 3 4 5 6	1 2 3 4 5 6
6.	Budgeting/Accounting	1 2 3 4 5 6	1 2 3 4 5 6
7.	Planning Programs	1 2 3 4 5 6	1 2 3 4 5 6
8.	Planning evaluation strategies	1 2 3 4 5 6	1 2 3 4 5 6
9.	_____	1 2 3 4 5 6	1 2 3 4 5 6
10.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 8

RESOURCE UTILIZATION - The process of using those knowledges and skills available to a consultant in the form of personnel, materials, time and money to help his/her client(s) solve problems.

Please indicate your level of knowledge and skill in each of the following areas/activit

	ACTIVITIY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Diagnosing information and resource needs of clients that cannot be met with internal-to-client resources	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using systematic procedures and established channels to bring resources to clients (retrieval skills)	1 2 3 4 5 6	1 2 3 4 5 6
	a. Using internal agency resources (PP&D, IRDN, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
	b. Using external resources (universities, professional organizations, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using knowledge transformation skills	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using adaptation/ modification skills and understandings	1 2 3 4 5 6	1 2 3 4 5 6
5.	_____	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 9

CONFLICT MANAGEMENT/UTILIZATION - The use of conflict situations as a source of learn for the consultant to become more effective in working with individuals and groups within the LEA's.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Understanding basic causes of conflicts	1 2 3 4 5 6	1 2 3 4 5 6
2.	Diagnosing conflict situations	1 2 3 4 5 6	1 2 3 4 5 6
3.	Identifying alternative ways of coping with conflict	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using third-party conflict resolution	1 2 3 4 5 6	1 2 3 4 5 6
5.	_____	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 10

EVALUATION SKILLS - Those skills which enable a consultant to determine the quality of his/her task and relational efforts with clients.

Please indicate your level of knowledge and skill in each of the following areas/activitie

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Using formative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using summative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Documenting evaluation results	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using evaluation results in decision-making	1 2 3 4 5 6	1 2 3 4 5 6
5.	Planning/designing evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
6.	_____	1 2 3 4 5 6	1 2 3 4 5 6
7.	_____	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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TEAM _____

INDIVIDUAL SKILLS PROFILE

	COMMUNICATION SKILLS	ENTRY/INTERVENTION SKILLS	DIAGNOSTIC SKILLS	GROUP FACILITATING SKILLS	PROBLEM SOLVING	POWER/INFLUENCE SKILLS	DESIGN/PLANNING SKILLS	RESOURCE UTILIZATION SKILLS	CONFLICT MGMT UTILIZATION SKILLS	EVALUATION SKILLS
PRIORITY										
KNOWLEDGE 6										
KNOWLEDGE 5										
KNOWLEDGE 4										
KNOWLEDGE 3										
KNOWLEDGE 2										
KNOWLEDGE 1										
PRIORITY										
SKILL 6										
SKILL 5										
SKILL 4										
SKILL 3										
SKILL 2										
SKILL 1										

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INDIVIDUAL SKILLS PROFILE
PRIORITY SHEET

NAME

TEAM

DATE

Instructions: Prioritize the ten consultant skill areas based on your need for additional knowledge or skill development in each area.

	KNOWLEDGE	SKILL
Priority #1		
Priority #2		
Priority #3		
Priority #4		
Priority #5		
Priority #6		
Priority #7		
Priority #8		
Priority #9		
Priority #10		

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